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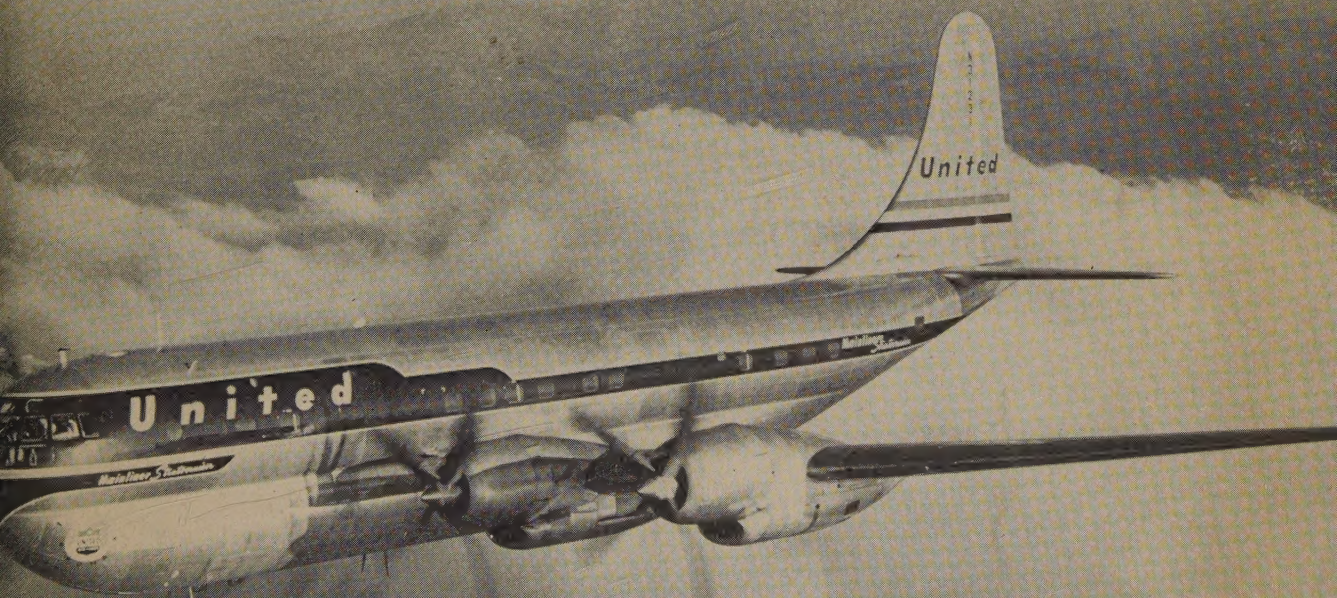
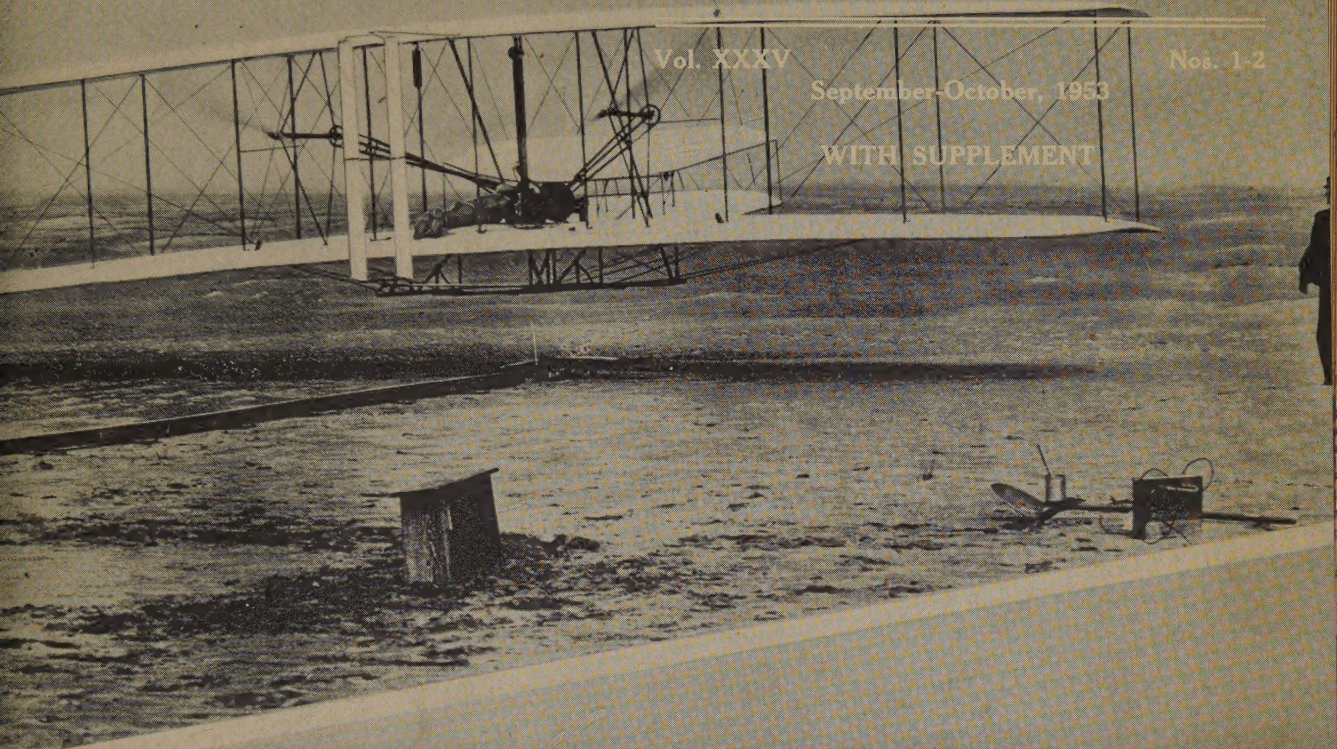
# CHICAGO SCHOOLS JOURNAL

Vol. XXXV

September-October, 1953

Nos. 1-2

WITH SUPPLEMENT



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1953



# CHICAGO SCHOOLS JOURNAL

*An Educational Magazine for Chicago Teachers*

Editorial Office: Chicago Teachers College, 6800 Stewart Avenue  
Chicago 21, Illinois

Telephone: AB erdeen 4-3900

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PUBLISHED BY THE BOARD OF EDUCATION

WILLIAM B. TRAYNOR, President

BENJAMIN C. WILLIS, General Superintendent of Schools

DON C. ROGERS, Assistant Superintendent

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ART	Coleman Hewitt
NEW TEACHING AIDS	Joseph J. Urbancek
NEWS	George J. Steiner
PERIODICALS	Philip Lewis
BOOKS	Ellen M. Olson
SECRETARY	Mabel Thorn Lulu

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COVER *Courtesy of United States Air Lines, Inc.*  
*Front Cover* — Famous Plane of the Wright Brothers and a  
Modern Stratocruiser Mainliner; *Back Cover* — Chicago  
Teachers College Students at the Municipal Airport

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CHICAGO, ILLINOIS

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# MIDWEST INTER-LIBRARY CENTER

RALPH T. ESTERQUEST<sup>1</sup>

ON Chicago's South Side stands a new library, the only one of its kind in the whole world. It is the Midwest Inter-Library Center, which acquired a half-million volumes during its first year of existence and has a book-stacks capacity to hold three million. It is also the largest library—in terms of book capacity—in the Middle West.

The Midwest Inter-Library Center, located at 5721 Cottage Grove Avenue, is a library's library. It contains the books, periodicals, and newspapers that other libraries need for their readers occasionally, but not often enough to justify a permanent place on their own crowded shelves.

To say that a book is seldom used is not to say that it is unimportant. Significant discoveries are often made when a scientist or research scholar finds just the clue he needs in an obscure, little-used journal. Sometimes a lawyer has won an important case through a reference in an old newspaper or because of an address he found in a ten-year-old, out-of-town telephone directory. In situations like these, the discolored, dust-covered volume is worth thousands of dollars even though no one else has looked at it in many years and no bookstore would give ten cents for it.

Because there is a research potential in every book published and in almost every scrap of printed paper, and because no one can accurately predict which particular items are going to be needed, research libraries have long felt that the "perfect library" would be one that has in it every single book, periodical, newspaper, bulletin, mimeographed report, or what-not that any serious user might ever conceivably ask to see.

It is hard to imagine that such a library could actually exist, but it was not so very

many years ago that it was possible for three or four of the largest research libraries in the country to pursue seriously the notion that they should and could acquire everything of importance published by the presses of mankind. Today neither Harvard nor the Library of Congress has any hope of completeness.

Twenty years ago there were a dozen American university libraries that were at least able to purchase every book and periodical a faculty member requested for his teaching or research program. Today these libraries find they can honor only a portion of the book orders presented by their faculties. They all have, to some degree at least, the frustration of filing away many legitimate requests in the drawer with the faintly hopeful label, "deferred for possible future purchase."

This state of affairs does not stem from reduced library book budgets; these have never been higher. It is rather a result of the nature and scope of research today and of the well-known fact that the library materials for research are far more extensive than a generation ago. The presses and mimeograph machines of the world are busy producing the raw material of research, and library shelves everywhere are crowded to overflowing.

Part of the problem is the sheer bulk of library materials; the mimeographed transcript, documents, and records of the Nuremberg war crimes trials include 160,000 separate documents and fill 224 library shelves. Political scientists, historians, research men in law, and even philologists are among those who are interested in the Nuremberg materials, but few librarians feel able to devote the costly shelf space and to assign the personnel required to organize and maintain this one large item. Agricultural economists are

<sup>1</sup>Director



interested in the daily commodity and price reports issued by most of the 109 branch offices of the United States Department of Agriculture, but again, few librarians feel they can maintain on a permanent basis a collection that grows at the rate of ten thousand to twenty thousand issues a year.

Then too there is the high cost of some library items. A recent bookdealer's catalog listed a fairly complete set of the *Analen der Physic* at \$2,400, a run of the publications of an Amsterdam academy of science at \$3,900, and a nearly complete file of the transactions of the Vienna Academy of Sciences at \$13,500.

The high cost of library materials; the sheer bulk of many of the items now needed for research, especially in the social sciences; and the institution-wide budget implications of the ever-expanding library have caused librarians and university administrators to ask themselves if they can long continue to build their libraries on an individualistic basis. The fact that a substantial part of each large library's research collection is infrequently used has led a number of administrators to feel that inter-institutional collaboration might provide the answer.

#### OBJECTIVES AND ORGANIZATION

In March, 1949, representatives of ten Midwest universities, believing they had an answer to the problem of the constantly enlarging library, formed the Midwest Inter-Library Corporation in Chicago, a non-profit body incorporated under Illinois law. The stated objectives of the organization were: first, to provide more adequate research materials for the needs of Midwestern scholarship and research; and second, to provide for economical and efficient utilization of existing resources by avoiding needless duplication and expense. To support such a program, the Carnegie Corporation made a grant of \$750,000, the Rockefeller Foundation added another \$250,000, and the new organization became a functioning reality.

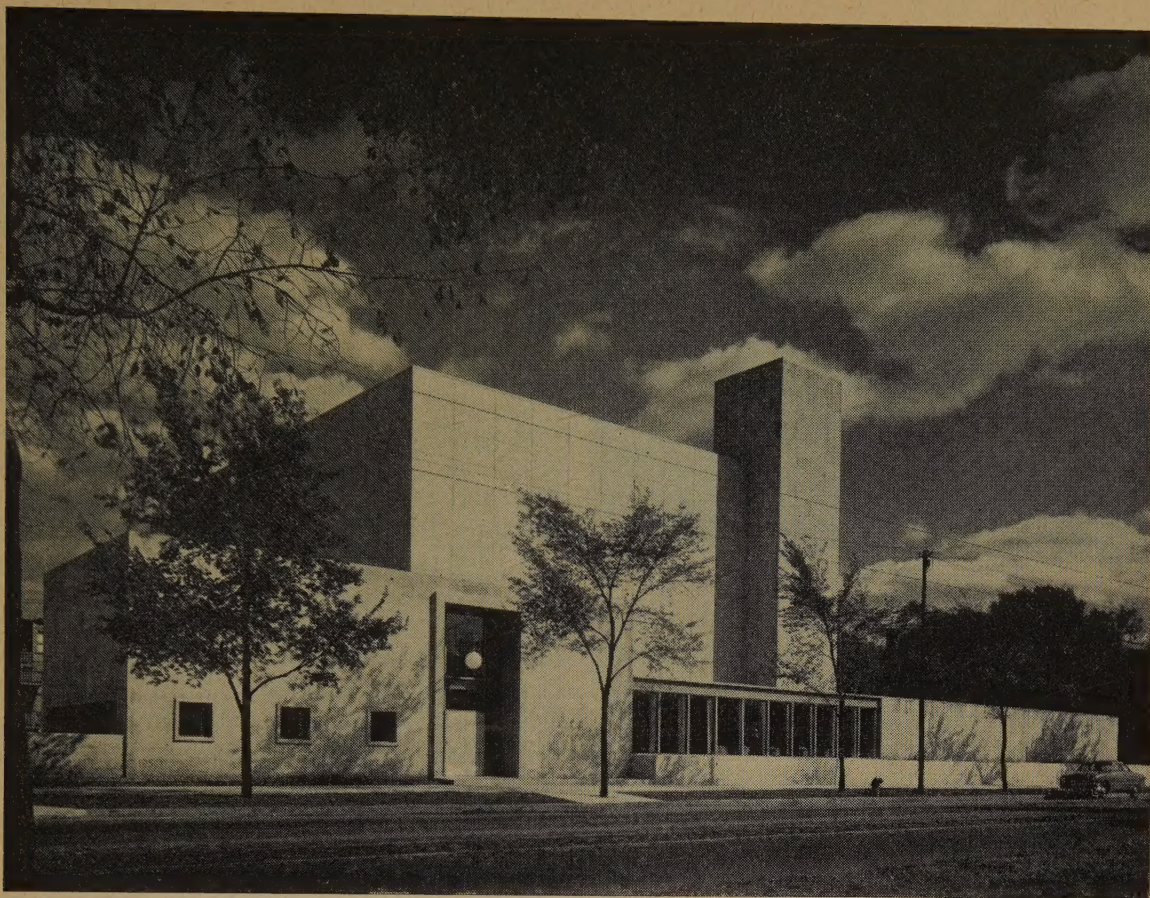
During the first months, six other institutions joined the original ten, and these sixteen have pioneered in an amazingly successful co-operative venture.

The Midwest Inter-Library Corporation is governed by a board of directors, on which are represented each of the participating institutions: the universities of Chicago, Cincinnati, Illinois, Indiana, Iowa, Kansas, Minnesota, Notre Dame, Ohio, and Wisconsin, Illinois Institute of Technology, John Crerar Library, Michigan State College, Northwestern University, Purdue University, and Wayne University. The present board consists of seven librarians, five academic deans, a business vice-president, a provost, a comptroller, and a trustee. The work of the Corporation has profited greatly by the variety of skills found in such a group.

The operating budget of the Center, established each year by the board of directors, is supported by annual assessments levied against the participating institutions according to a formula which takes into account each institution's library book fund, the size of its Ph. D. program, and its nearness to Chicago — factors which attempt to measure potential service demands and which require the larger and nearer institutions to pay more than the smaller and more distant ones.

An interim office with a full-time director was established in October, 1949, and most of the first two years was devoted to the tasks of planning operations and the construction of physical facilities for the activities of a Midwest Inter-Library Center. Most of the million-dollar capital fund was expended for a fully equipped regional library building here in Chicago. Modern in design, the grey stone building with its simple lines and its huge, windowless stacks cube is an architectural feature in the neighborhood. Its three-million-volume capacity is achieved through specially-designed swinging shelving through its bookstacks.





The Midwest Inter-Library Center, Opened in August 1951

It was occupied at the end of the summer of 1951, and during the months since that date the new library Center has concentrated upon two principal activities: the transporting of existing little-used library materials from the sixteen participating libraries to the Center for co-operative housing, and developing a program for filling out and enriching the library resources of the region.

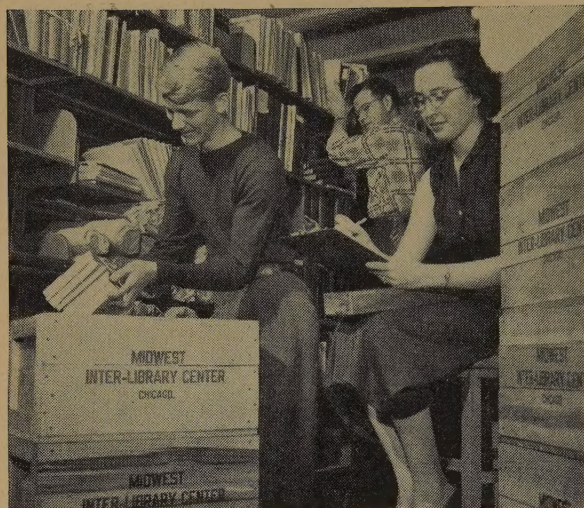
#### ADVANTAGE TO LIBRARIANS

By providing central storage for little-used books the Center gives space relief to crowded libraries and releases energies and budget in the individual institutions for developing the library program as it relates to the books more often used. For moving the books, periodicals, and newspapers which are less frequently used, the

Center operates its own ten-ton truck, which, during the first year of operations, traveled 22,000 miles and made 83 trips to the university libraries within the group.

In selecting the type of material to be stored in the Center, libraries are guided by several factors. In the first place, there are a number of classes in most libraries that suggest themselves immediately as appropriate for storage at a distance from the home campus. Such classes, therefore, as college catalogs, foreign dissertations, state documents, textbooks, foreign documents, and house organs have generally been selected for initial deposit. Second, circulation statistics, often reflecting changing patterns of curriculum and research emphasis, tell the librarian what is appropriate to remove from his active collection.





Adding Deposited Volumes

Each participating library, in consultation with faculty and research interests, selects the material it wishes to send to Chicago for central storage. Each library has also the privilege of electing certain terms of storage, namely: Category A, which provides for permanent storage and transfer of title of ownership; Category B, which provides for permanent storage but retention of ownership by the depositing institution; Category C, which provides for indefinite deposit with the privilege of recalling individual items at pleasure; or Category D, which provides for outright rental storage. During the first year of operations, 91 per cent of the books and periodicals deposited were in Category A, 9 per cent in Category B, and 0.2 per cent in Category C.

Permanent deposit assures the participating libraries individually that an item will continue to be available, and a library may consequently pass up the purchase of a copy for itself if it believes that the copy in the Center will meet its occasional needs. Transfer of ownership to the Center permits the elimination of unnecessary duplicates that come to it as a result of deposits. Nine libraries are depositing their holdings of foreign dissertations, for example, and, as the several collections are inter-filed in one alphabet at the

Center, only one copy is retained, and three out of five are eliminated as duplicates. Duplicate dissertations are being sent to war devastated libraries in Europe.

It can be seen that by combining several fairly good collections, a really excellent central collection can be assembled. This advantage is well illustrated in the Center's state-documents program. Each member library deposits those state government publications which it defines as little used in terms of its own program, and which, in some instances, may be as much as 70 or 80 per cent of its total state-documents holdings. During the Center's first year, approximately seventy-five thousand state documents have thus been deposited and are being arranged on the shelves. When all deposits are received, the assembled collection will be examined with a view to filling in gaps in order that the Center may announce that a reasonably complete regional collection of all the publications of the forty-eight states is on hand and available to members.

The individual library is thereby relieved of a number of responsibilities: the necessity of giving stacks space to infrequently-used state documents, the maintenance of a large part of the elaborate record needed to check in state-documents serials, the tying up of personnel in the time-consuming job of writing for new titles and missing numbers, the task of cataloging large numbers of small items, and binding and pamphlet boxing. The work of maintaining a state-documents collection must still be performed at the Midwest Inter-Library Center, but the saving lies in the fact that the Center does once what has formerly been done in eight or ten separate libraries. By eliminating this kind of duplication the individual libraries are able to devote more energy and funds to improving service and acquiring needed new materials more frequently used by the teaching and research faculty. And, in the final analysis, each



member library has access to a collection of state documents far more complete than it could justifiably maintain in its own building.

The second major activity of the Center is that of acquiring direct from suppliers those books, periodicals, and newspapers which are not now in any of the member libraries and which, because of infrequent use, can appropriately be shared in the form of a single copy. Thus, for example, when the monumental *Opyt Sovetskoi Meditsiny* (Medical Encyclopedia of Experiences during the Great Patriotic War, 1941-1945), thirty-five volumes, was announced, it was decided that a single set in the Center would serve the needs of the sixteen participating libraries, and a set was ordered out of the Center's own book funds.

In a similar way, the Center has placed subscriptions to thirty foreign newspapers and twenty-five United States newspapers which are not now available in any of the participating institutions' libraries, thus substantially supplementing the newspaper resources of the region. Center newspaper subscriptions are always on microfilm in order that requested issues and files may more easily be mailed to member libraries.

Each participating institution is in communication with the Center by teletype, which makes it possible to transmit requests instantaneously and obtain a needed item in the next morning's mail. Because each member institution stands in a proprietary relationship to the Center, there are few regulations governing the use of the materials. The research scholar, for example, is free to keep a requested



Requests Received Via Teletype

book as long as he needs it. If he needs to examine a long periodical run or bulky newspapers, he visits the Center in person, where he is set up in an oversized, air-conditioned cubicle, equipped with a typewriter. He knows what books and periodicals are in the Center because each member library is supplied with copies of the catalog cards for the cataloged books in the Center and with descriptive information covering uncataloged collections. A monthly news bulletin keeps the participants informed of growing collections and new acquisitions.

Robert Vosper, librarian of the University of Kansas, recently wrote that "the Midwest Inter-Library Center.... ranks with the Farmington Plan as a high point in the history of library co-operation.... For the Middle West and for the nation the Center will soon become a great source of research strength."<sup>2</sup>

<sup>2</sup>*Library Trends*, I (July, 1952), pp. 64, 65.

*Literature in itself is but a trifling matter, and is merely valuable as being the armory in which the weapons of the human mind are laid up, and from which, when required, they can be quickly drawn.—Henry Thomas Buckle, "History of Civilization in England."*



# FREE CURRICULUM MATERIALS

## For the Secondary School Electrical Shop<sup>1</sup>

SAMUEL DOLNICK

SCHURZ HIGH SCHOOL

THE quantity of teaching materials of educational value that may be obtained without cost or for a nominal sum is tremendous. The problem of providing common experiences at all levels, especially in electrical theory and the care and use of tools, may be materially reduced by the use of these curriculum aids, since the supply of textbooks in electrical theory and in the proper use and care of tools has not reached the point where there is material for all levels of reading ability. Among the free teaching aids one may find items of interest for individuals of all grades of reading power. These materials do not look like textbooks and usually contain few pages. Slow learners and problem cases do not approach pamphlets and leaflets with the same resistance they show when presented with textbooks. Most of these materials are profusely illustrated in an effort to explain simply the extremely complex workings of electricity. This is by no means a complete listing of all the available material in this field, nor does it suggest an educational cure-all, but if used in conjunction with other lists, textbooks, and good teaching techniques it will be found very helpful.

All requests for these free materials should be written on school stationery so that the writer may be readily identified as a teacher. The teacher should order single copies of aids intended for class use and examine them to determine their suitability for his particular class before ordering them in quantity. A *Directory of Sources* appears at the end of this listing.

### BATTERIES

*ABC of Radio Battery Life.* National Carbon

Company. Pamphlet. Illustrated. Pp. 23. Free in class quantities.

An advertising brochure, but many of the items are valuable. Contains complete radio battery construction information. The drawings and illustrations are particularly fine.

*Edison and His Storage Battery.* By W. H. Meadowcraft. Thomas A. Edison, Inc. Booklet. Pp. 25. Teacher's copy free.

A short story of Edison and his work in the development of the steel alkaline storage cell. An abbreviated chronology of notable events and achievements in the life of Edison is included.

*The Inside Story of Dry Batteries.* National Carbon Company. Booklet. Illustrated. 1943. Pp. 47. Free in class quantities.

The fundamental principles of electricity applied to dry batteries, their characteristics, operation, construction, and performance.

*Parts and Assembly of a Lead Type Storage Battery.* Electric Storage Battery Company. Chart. One copy free.

*Portable Power.* Ray-O-Vac Company. Pamphlet. Illustrated. Pp. 14. One copy free.

The discovery, development, construction, and uses of the dry cell.

*Storage Batteries in Industry.* Thomas A. Edison, Inc. Booklet. Illustrated. Pp. 35. One copy free.

Relates in brief form the history and present uses of the Edison nickel-iron-alkaline storage battery. Presents in detailed pictorial form a trip through the factory manufacturing the batteries.

*The Storage Battery—Its Fundamentals, Use and Maintenance.* Electric Storage Battery Company. Booklet. One copy free.

Information on storage batteries. Fundamental action during charge and discharge, rates of discharge, charging methods, equalizing charge, and other factors pertaining to extending the life of the battery.

<sup>1</sup>Also usable in other shops and in general science, physics, and English classes.



## BIOGRAPHY

*Edison and Electricity.* General Electric Company. Booklet. Illustrated. 1950. Pp. 12. Free in class quantities.

A condensed biography of Thomas A. Edison and some of his many contributions to science and better living.

*Steinmetz: Latter-Day Vulcan.* General Electric Company. Booklet. Illustrated. Pp. 12. Free in class quantities.

A biographical study of Charles Proteus Steinmetz, an immigrant who rose to the pinnacle of acclaim as a mathematical wizard, a creator of man-made lightning, an unusual personality.

## CONSUMER EDUCATION

*Electric Home Appliances.* Westinghouse Electric Corporation. Handbook. Pp. 36. One copy free.

Reference handbook on electric appliances for use in the home, their selection, operation, use, and care. Included is a brief outline on the basic electrical facts.

*Electrical Living — And How to Have It.* Westinghouse Electric Corporation. Booklet. Pp. 24. One copy free.

Electrical planning in the home. Includes electrically equipped kitchens and laundries, lighting throughout the home and electric wiring.

*Electrical Living Homes.* Westinghouse Electric Corporation. Booklet. Pp. 20. One copy free.

A guide to planning and designing homes for electrical living. Data on kitchens, laundries, types of room lighting, health features, heating, and wiring. Requirements for outlets, circuits, and service entrances are given.

*Electric Wiring — Its Relationship to Modern Homemaking.* National Adequate Wiring Bureau. Booklet. Illustrated. Pp. 24. One copy free.

Contains a series of four lesson plans on home wiring. Describes how the home should be adequately wired in the kitchen, laundry, living room, and service entrance.

*How to Save.* Westinghouse Electric Corporation. Booklet. Pp. 28. Three copies free.

How to save time, money, and energy by the use of an electric vacuum cleaner. Highlights the dangers in household dirt and how vacuum cleaners eliminate it. Cleaning hints and rug care.

*Notes on Buying and Using an Electric Cleaner.* The Hoover Company. One copy free.

## ELECTRICITY

*A to Zero of Refrigeration.* General Motors Corporation. Booklet. Illustrated. 1950. Pp. 93. Free in class quantities.

Tells a simple story of man-made cold. Traces the history of ice and refrigeration from the ice age to the present time with glimpses into the future of refrigeration.

*Adventures Inside the Atom.* General Electric Company. Comic Book. Illustrated. Pp. 16. Free in class quantities.

The story of man's discovery of one of nature's greatest secrets. Written and drawn in collaboration with nuclear scientists, it makes such difficult concepts as the atom's structure and nuclear fission clear and fascinating.

*Adventures into the Past.* General Electric Company. Comic Book. Illustrated. Pp. 16. Free in class quantities.

A study of the contrasts between the old and new way of doing things, how easy electricity makes our work, and the manner in which we take it for granted.

*Aircraft Magneto.* Scintilla Magneto Division. Booklet. Illustrated. Pp. 28. One copy free.

The working principles of the magneto and its uses are thoroughly discussed.

*Alternating Current Simply Explained.* Wagner Electric Corporation. Booklet. Illustrated. Free in reasonable quantities.

A semi-technical explanation of the alternating current in electricity.

*Automobile Ignition System.* General Motors Corporation. Wall Chart.

*Behind the Switch.* Alabama Power Company. Booklet. Illustrated. 1952. Pp. 21. One copy free.

Interesting facts about the Alabama Power Company and a brief over-all picture of the complexity of producing electricity.

*Convenient Tables and Formulae.* Westinghouse Electric Corporation. Booklet. Pp. 28. One copy free.

Contains tables of equivalents and conversion factors, weights of materials, wire and conduit sizes, gear data, electrical formulae and calculations, and other valuable data for anyone interested in electricity.

*Distribution of Electricity.* General Electric Company. Comic Book. Illustrated. Pp. 16. Free in class quantities.

Story of America's great network of power transmission and distribution systems which bring light and power to homes, farms, schools, and factories across the land.

*Electrical Farm Equipment You Can Build.* Westinghouse Electric Corporation. Booklet. Illustrated. Pp. 32. One copy free.



Plans for building twenty-three different pieces of electrical equipment. Plans range from simple equipment, such as study lamp or extension cord, to a chick brooder or electric hot bed.

*Electrical Test Instruments.* Weston Electrical Instrument Corporation. Wall Chart 21" x 27". Colored. One copy free.

Set of three charts showing the types of meter movements in electrical test instruments. Notebook size reproductions will be sent in reasonable quantities.

*Electricity and Wheels.* By Ralph A. Richardson. General Motors Corporation. Booklet. Illustrated. 1939. Pp. 32. Free in class quantities.

Opens with a review of the history of electrical progress from the discovery of the magnet. Continues with a discussion of the part electricity plays in the modern automobile.

*Electricity in Railroading.* General Electric Company. Comic Book. Illustrated. Pp. 16. Free in class quantities.

Traces the development of rail power from 1801 to the present, showing how the magic of electricity is creating a revolution on rails.

*Generation of Electricity.* General Electric Company. Comic Book. Illustrated. Pp. 16. Free in class quantities.

A comic-book treatment and discussion of man-, animal-, wind-, water-, and steam-power. How steam turbines and electric generators work. Power-line protection against lightning and how electricity is brought into the home.

*Highways of Wire.* By A. C. Monteith. Westinghouse Electric Corporation. Booklet. Illustrated. 1948. Pp. 32. Free in class quantities.

Generation and distribution of electric power; its use in the home, on the farm, and in industry is told. Includes a two-page diagram on the production and distribution of electricity. The last page contains a list of student activities.

*How Does It Work?* Westinghouse Electric Corporation. Comic Book. Illustrated. Pp. 16. Free in class quantities.

Gives simple explanations of how important scientific devices work. Includes atomic power, television, radio, electric power, electric lighting, jet propulsion, and electric motors. Simple things for the student to do are given throughout the booklet.

*How to Build an Electric Motor.* Westinghouse Electric Corporation. Folder. Illustrated. Pp. 4. Free in class quantities.

Detailed instructions in pictorial form on how to build an electric motor using only nails, wire, and friction tape. Has sections on "Things to

Do with Your Motor." Also contains a section on the history of the electric motor, how a motor works, and the significance of motors in the world today.

*J34 Turbojet Engine.* Westinghouse Electric Corporation. Leaflet. Illustrated. Pp. 4. Free in class quantities.

Describes the basic principle and operation of the Westinghouse turbojet engine.

*Magnetos S 4 and S 6.* Scintilla Magneto Division. Wall Charts. One copy free.

Cut-away view of assemblies of magnetos.

*Manual of Electrical Testing.* Wagner Electric Corporation. Free in reasonable quantities.

A semi-technical manual for secondary and advanced readers. Good teacher background material.

*Motors Make the World Go Round.* General Electric Company. Booklet. Illustrated. 1952. Pp. 8. Free in class quantities.

What makes a motor run, and what the motor does for home and industry is told simply and diagrammatically. Contains a tin can motor project.

*Physics of Ignition.* The Electric Auto-Lite Company. Booklet. 1938. One copy free.

Explains operation of the ignition system and the spark plugs.

*The Romance of Electricity.* General Electric Company. Booklet. Illustrated. 1952. Pp. 16. Free in class quantities.

Story of electricity through the ages. It tells how electricity is generated, measured, and moved from source to customer, and of its many jobs.

*Small Motor Selector.* Westinghouse Electric Corporation. Folder. Illustrated. 1952. Pp. 4. One copy free.

Gives types of fractional A.C., D.C., and small universal motors. Includes speed data, speed torque curves, applications of each type, and other important information. Explains how to select the right motor for the right job.

*A Story of Electronics.* General Electric Company. Comic book. Illustrated. Pp. 16. Free in class quantities.

The electronic tube is the foundation of radio, radar, and television. This book gives the why's and how's of these items.

*Story of the Turbine.* General Electric Company. Booklet. Illustrated. Pp. 12. Free in class quantities.



The account of the amazing machine which produces most of America's power. Also includes discussion of turbines in air, rail, sea, and nuclear power.

*The Story of Western Union.* Western Union Telegraph Company. Booklet. One copy free.

Begins with primitive forms of communications and discusses present highly developed devices.

*The Story of Wire.* American Steel and Wire Company. Booklet. Illustrated. Pp. 32. One copy free.

Explains the process of making wire, from iron ore to the completed product.

*Thunderbolts in Harness.* General Electric Company. Booklet. Illustrated. Pp 8. Free in class quantities.

The story of man's battle against lightning, from Franklin's early kite-and-key experiments, through Edison's and Steinmetz's studies, to today's man-made lightning.

*Uses of Electricity.* General Electric Company. Comic Book. Illustrated. Pp. 16. Free in class quantities.

Reminding the reader that once slave raiders prowled the seas, that all work was done by main strength, the teacher encourages his class to compile a list of 100 different things around the house that depend on electricity.

*The World Within the Atom.* By L. W. Chubb. Westinghouse Electric Corporation. Booklet. Illustrated. 1946. Pp. 32. Free in class quantities.

Tells the story of atomic energy from the earliest discoveries to the development of the atom bomb. Contains a page on simple projects that students can construct.

*X-Rays in Medicine, Industry, and Science.* General Electric Company. Comic Book. Illustrated. Free in class quantities.

The story of the invisible ray from its discovery in 1895 to its present uses in finding and correcting causes of illness, in searching for hidden flaws in metals, and in smashing atoms — heralding a new age of atomic power.

#### GUIDANCE

*Adventures into the Future.* General Electric Company. Comic Book. Illustrated. Pp. 16. Free in class quantities.

A booklet that is helpful as a tool with which to start students thinking about their futures. Emphasizes the importance of mathematics and science in the high school curriculum.

*Can I Be an Engineer?* General Motors Corporation. Booklet. Illustrated. Pp. 22. Free in reasonable quantities.

Presents the five different types of engineer, main functions of each, opportunities to get ahead, and high school and college requirements.

*Careers in Electronics.* Valparaiso Technical Institute. Booklet. Illustrated. Pp. 23. One copy free.

An advertisement for Valparaiso Institute. Gives course of study and credits necessary to enroll and complete an electronics engineering course.

*Duties and Qualifications of Broadcast Engineers.* National Broadcasting Company. Mimeographed flyer. Pp. 6. One copy free.

A listing of the duties, educational qualifications, minimum experience, minimum training time, and comments on seventeen jobs in the radio-television field.

*Engineering Tomorrow.* General Electric Company. Pamphlet. Illustrated. Pp. 4. Free in class quantities.

A searching discussion of the challenges and opportunities of the engineering profession. Lists many of the achievements of this country that are due strictly to engineering.

*In 1854 — "Go West, Young Man" — Today — ?* DeForest's Training, Inc. Folder. 1952. Pp. 4. Free in class quantities.

A reprint of an editorial from *Radio-Electronics Magazine* entitled "Go Electronic Young Man!" Explains the imperative need of instilling the electronic spark in children at the elementary school level and the dividends it will pay.

*Radio Electronics and Television.* By J. B. Hershman. Valparaiso Technical Institute. Booklet. 1953. Pp. 24. One copy free.

A very good source of information on the vocational opportunities in all areas of the electronics field from aviation through television.

*Television — Interesting Facts About This Fascinating Field.* Transvision, Inc. Booklet. Illustrated. Pp. 95. One copy free.

A very interesting presentation of all facets of the television field. Especially good for the amateur and beginning electrical student. Serves as a general introduction to the field.

*Your Opportunities in Science and Engineering.* National Association of Manufacturers. Booklet. Illustrated. 1952. Pp. 31. A limited number of copies are free.

Tells of the new frontiers in science, where the individual would fit into the science opportunity picture, how to determine whether or not a science career, and how scientists help to shape the future.



## LIGHTING

*Auto Bulbs.* Westinghouse Electric Corporation. Chart 14"x22". One copy free.

Bulb data for cars, trucks, and buses. Gives specifications for all common makes. Includes headlight, parking, directional, rear, and other lamps.

*Automotive Lighting Service Manual.* Westinghouse Electric Corporation. Booklet. Pp. 20. One copy free.

Instruction booklet for servicing sealed-beam and older type automobile head lamps. Adjustment of head, tail, stop, and auxiliary lamps. Specifies lamp needs for seventy-nine makes of cars, trucks, and buses.

*Better See-Ability.* Westinghouse Electric Corporation. Booklet. Illustrated. 1952. One copy free.

On the ABC's of good lighting. Detailed information on using the right size and kind of bulbs for lamps and fixtures. Tells what is new in bulbs and how to care for cords and plugs.

*Fashions in Fluorescent.* By Myrtle Fahsbender. Westinghouse Electric Corporation, Lamp Division. Folder. Illustrated. 1952. Pp. 4. One copy free.

Shows the practicability and beauty obtained from fluorescent light in the home and diagrams on correct placement of tubes.

*Fluorescent Ballast Tells Her Story.* General Electric Company. Booklet. Illustrated. Pp. 18. One copy free.

An extremely simple yet very effective presentation of the purpose of the ballast in fluorescent lighting. Also explains the other elements in the fluorescent type of circuit.

*Fluorescent Lamps.* Westinghouse Electric Corporation, Lamp Division. Booklet. Illustrated. 1952. Pp. 24. One copy free.

A comprehensive booklet on the fluorescent lamp. Contains detailed information on fluorescence, the fluorescent lamp, auxiliary equipment, and operating characteristics. Engineering data are also given.

*Footcandle Tables.* Westinghouse Electric Corporation. Booklet. Pp. 8. One copy free.

Contains footcandle requirements for various tasks. Includes specifications for commercial interiors, floodlighting, and industrial interiors. Has a footcandle chart and definitions of seeing levels.

*Illumination Design Data for Interiors.* Westinghouse Electric Corporation, Lamp Division. Leaflet. Illustrated. 1950. Pp. 8. One free copy.

Discusses the lumen and point-by-point methods

of calculating quantity of light. Contains detailed formulas, tables, and graphs; also light distribution patterns of various lighting fixtures.

*The Incandescent Light.* By Floyd A. Lewis. Thomas Alva Edison Foundation, Inc. Book. Illustrated. 1949. Pp. 80. One copy free.

A very complete history of the development, invention, and application of the incandescent light. All of Edison's problems, hopes, desires, and accomplishments are discussed in detail.

*Light Through the Ages.* Westinghouse Electric Corporation. Folder. Illustrated. Pp. 6. Free in class quantities.

Traces the evolution of artificial light from the crude torches of prehistoric man to modern technical developments in illumination by today's lighting engineers.

*Light Where You Need It.* Westinghouse Electric Corporation. Folder. Pp. 4. One copy free.

Specific recommendations for proper illumination for sewing, reading, studying, working in the kitchen or home shop, and other activities.

*Mercury Vapor Lamps.* Westinghouse Corporation, Lamp Division. Book. Illustrated. 1951. Pp. 24. One free copy.

Contains technical information on mercury vapor lamps. Includes construction, uses, radiation characteristics, auxiliary equipment, and operating characteristics.

*Modern Baking, Drying, and Heating.* Westinghouse Electric Corporation. Booklet. Illustrated. 1951. Pp. 16. One copy free.

Booklet on the applications of infra-red lamps. Typical industrial uses, graph of output of infra-red lamp, specifications of infra-red lamps, and technical data.

*Optics and Wheels.* General Motors Corporation. Booklet. Illustrated. 1940. Pp. 32. Free in class quantities.

A story of lighting from the primitive torch to the sealed beam lamp in the automobile.

*Projection Lamp Guide.* Westinghouse Electric Corporation. Booklet. Pp. 15. One copy free.

A complete listing of all types of projection lamps for all kinds of projectors, slide films, motion pictures, etcetera.

*Proper Lighting for Tele-Viewing.* Westinghouse Electric Corporation. Folder. Pp. 6. One copy free.

Tells how to relieve eyestrain caused by improper televiewing. Gives proper arrangements for lighting and seating and other suggestions to make viewing of television comfortable.



*Save Our Sight.* Westinghouse Electric Corporation. Booklet. Pp. 8. One copy free.

Discusses vision and the conditions that cause strain and damage to the eyes. Brief facts and simple tests for glare contrasts, shadows, and insufficient light.

*Story of Light.* General Electric Company. Comic book. Illustrated. Pp. 16. Free in class quantities.

A story of the never-ending quest of man's search for better ways to light his home. Particular emphasis is placed on the work of Edison and an explanation of how incandescent and fluorescent lamps operate.

#### MISCELLANEOUS MATERIALS

*Adventures Ahead.* General Electric Company. Bi-monthly magazine. Illustrated. Pp. 32. Single copy free.

Articles tell of new products and new developments, explain scientific principles and give their applications, and describe career opportunities. Published primarily for teenage boys and girls whose parents work for General Electric.

*Adventures in Jet Power.* General Electric Company. Comic Book. Free in class quantities.

A graphic explanation of jet propulsion and our latest prime mover, the gas turbine.

*Chart of the Nuclides.* General Electric Company. Chart 26" x 50". One copy free.

Shows all the known forms of the basic elements, giving specific information as to half-life, radioactivity, stability, etcetera. Good for advanced or accelerated classes.

*Copper and Copper Alloys for Power Plants.* Revere Copper and Brass, Inc. One copy free.

*General Electric News Digest.* General Electric Company. Bi-monthly magazine. Illustrated. Pp. 16. One copy free.

Very brief articles interpreting the latest General Electric developments in science and engineering.

*Highlights of 1952.* General Electric Company. Leaflet. Illustrated. 1953. Pp. 16. Free in class quantities.

A review of recent electrical and allied developments by the General Electric Company. Items from home and industry are portrayed.

*Nuclides and Isotopes.* By James Stokley. General Electric Company. Booklet. 1953. Pp. 7. One copy free.

Written to accompany the *Chart of the Nuclides*, this is a very excellent treatment of a difficult subject. Explains thoroughly the new theories of nuclides and isotopes.

*Periodic Chart of the Elements.* General Electric Company. Chart 11" x 14". One copy free.

Atomic number, symbol, atomic weight, and name of each element is shown.

*Photo-News.* General Electric Company. Poster 14" x 17". One copy free.

Deals with many phases of engineering, science, and manufacturing. Keeping abreast of recent developments, they are able to furnish material newer than that included in the latest textbooks.

*Pictorial News Posters.* Westinghouse Electric Corporation. Poster 14" x 17". One copy free.

Two-color photographic posters on up-to-date scientific and industrial themes for bulletin board display. Suitable for use in junior and senior high schools.

*A Power Primer.* General Motors Corporation. Booklet. Illustrated. 1944. Pp. 115. Free in class quantities.

An introduction to the internal combustion engine for those who have had little or no experience with engines. Considers all aspects: air, fuel, and motor ignition.

*Project Cirrus.* General Electric Company. Booklet. Illustrated. Pp. 20. Six copies free.

This report is a complete story of man's search and success in weather modification.

*Wonder Book of Rubber.* B. F. Goodrich Company. Comic book. Pp. 32. Free in class quantities.

History of rubber, how it is grown and processed; its use in industry, transportation, etcetera. Tells how man-made rubber is produced and how a tire is made. Contains considerable advertising material. Teacher's manual is furnished.

#### PHOTOGRAPHY

*ABC of Flash Photography.* Westinghouse Electric Corporation. Booklet. Five copies free.

A folder describing types of flash bulbs and giving tips on taking pictures with them. Time-light curves for various flash bulbs are also given.

*Better Pictures Through Better Lighting.* Westinghouse Electric Corporation. Booklet. Pp. 8. One copy free.

Photoflash and photoflood bulbs and picture taking are presented. Lamp specifications and exposure tables are given. Also included are guide charts for home movies, film speeds, and still pictures.

*Photographic Lamps.* Westinghouse Electric Corporation. Leaflet. Illustrated. 1949. Pp. 12. One copy free.



A handy exposure data guide for the photo enthusiast. Contains technical information on all types of lamps and emulsion rating values for all types of films and plates.

*Projection Lamp Guide.* Westinghouse Electric Corporation. Booklet. Pp. 16. One copy free.

Lamp specifications for standard makes of 8mm and 16mm motion picture projectors, glass slide projectors, and opaque projectors. Includes sound reproducer and exciter lamp data. All information has been supplied by the equipment manufacturers.

*Rapid Flash Calculator.* Westinghouse Electric Corporation. One copy free.

A handy pocket-size calculator for proper exposure of flash pictures. When distance is set, automatically shows shutter speeds and aperture settings for seven types of flash bulbs and fourteen kinds of film.

#### RADIO AND ELECTRONICS

*Allied Radio and Electronic News.* Allied Radio Corporation. Leaflet. Illustrated. Pp. 4. One copy free.

A news letter published monthly giving the latest developments in the field of radio and electronics. Each issue contains a coupon for obtaining literature in this field.

*The Cathode-Ray Tube and Typical Applications.* Allen B. DuMont Laboratories, Inc. Chart 20"x36". One copy free.

Contains a cut-away sectional view of type 5BP1-A cathode ray tube and the parts nomenclature. Twelve cathode ray patterns are shown with an explanation of each.

*The Cathode-Ray Tube and Typical Applications.* Allen B. DuMont Laboratories, Inc. Booklet. Illustrated. 1950. Pp. 63. One copy free.

A non-technical discussion on this type of tube. The history, development, construction, theory of operation, and use of the tube in television and radar are thoroughly discussed.

*Color Code Card.* Sylvania Electric Company. Pocket-size card. Free in class quantities.

Shows the RTMA standard color code for axial and radial type leads and resistors. Ohm's Law and power formula are also shown.

*Color Code Card.* Ohmite Manufacturing Company. Pocket-size card. Free in class quantities.

Gives the standard RTMA color code on one side and the stock RTMA values on the opposite side.

*A Dictionary of Electronic Terms.* Edited by Hardy Van Velzer. Allied Radio Corporation. Booklet. Illustrated. 1950. Pp. 63. One copy free per teacher.

This dictionary contains concise definitions of words that are used in radio, television, and electronics. It is intended to serve as a reference guide for engineers, industrial electronic specialists, research men, service men, and students.

*Diode Guide.* Sylvania Electric Company. Chart 11"x17". One copy free.

Crystal diode replacement guide for more than seventy silicon and germanium crystals. Listed by type, designation, purpose, and original manufacturer. Includes interchangeability data.

*The Edison Effect.* By Harold G. Brown. Thomas Alva Edison Foundation, Inc. Book. Illustrated. 1951. Pp. 72. One copy free.

The discovery by Edison of the so-called Edison effect and how this led to the development of modern electronics. A very detailed account.

*Electronic Tubes.* Sylvania Electric Company. Booklet. Pp. 8. One copy free.

Contains characteristics of germanium and silicon crystal diodes, strobotrons, flash tubes, gas pressure measuring and switching tubes, selenium rectifiers, and hydrogen thyatrons.

*Germanium Crystal Diodes.* Sylvania Electric Company. One copy free.

Description, static characteristics, ratings, mechanical specifications, and applications of fourteen types of diodes.

*Historical Development of Radio.* National Broadcasting Company. Mimeographed. Pp. 3. One copy free.

An outline of dates, discoveries, events, and leaders in the development of radio.

*How Radio Programs Are Sent from the Studio to Your Home.* National Radio Institute. Five copies free.

One of the regular lessons from their correspondence course. Lesson questions are included.

*NBC Program Information.* National Broadcasting Company. Mimeographed. Pp. 4. One copy free.

A bulletin describing various radio and TV programs, names of persons participating, and a brief sketch about their background.

*Ohm's Law.* Sylvania Electric Company. Chart 17"x21". One copy free.

Shows twelve equations from a combination of Joule's law and Ohm's law.

*Primal Events in Radio's History.* National Broadcasting Company. Mimeographed. Pp. 3. One copy free.

A listing by dates of the events in the development of both radio and television.



*Radio Builder's Handbook.* Allied Radio Corporation. Booklet. Illustrated. 1951. Pp. 32. One copy free.

Written primarily for the beginner who is interested in breaking into radio, and for the hobbyist-experimenter who wishes to gain more knowledge. Contains a minimum of theoretical background, how to read schematics, the necessary tools, operating hints, etcetera.

*Radio Programs—How They Started and How They Grow.* National Broadcasting Company. Mimeographed. Pp. 10. One copy free.

An interesting anecdotal account of the early days of radio programs and the comparison of the planning of the present day program.

*Radio Symbols.* Sylvania Electric Company. Chart 11"x17". One copy free.

Meanings of radio symbols. Includes color codes for lead resistors, capacitors, temperature coefficients, and transformer leads.

*Radio Tube Characteristics and Panel Lamps.* Sylvania Electric Company. Folder. One copy free.

*The Scope and Social Significance of Radio Broadcasting.* National Broadcasting Company. Mimeographed. Pp. 4. One copy free.

A paper on the benefits that radio has given to our way of life.

*Subminiature Tubes.* Sylvania Electric Company. One copy free.

*Sylvania News.* Sylvania Electric Company. Magazine. One copy free.

Monthly publication that contains most recent developments in electronics, technical information, and aids in merchandising.

*Television Picture and Cathode Ray Tubes.* Sylvania Electric Company. One copy free.

*Transmitting Tubes.* Sylvania Electric Company. One copy free.

*Tube Substitution Manual.* Sylvania Electric Company. Booklet. Pp. 40. One copy free.

Quick reference for substitution of critical radio and television tubes where types are not listed or for major changes in power supply. Includes scanning tubes and high voltage rectifiers.

#### SAFETY

*Danger, Handle with Care.* Aetna Life Affiliated Companies. Booklet. Illustrated. Pp. 4. Free in reasonable quantities.

A brief statement on electrical safety, hazards to avoid, precautions that should be taken.

*Industrial Safety Education in Schools.* By Paul L. Cressman *et al.* Metropolitan Life Insurance Company. Booklet. 1952. Pp. 48. One copy free.

An extremely valuable book on all phases of safety education in the school shop. Gives concrete examples of many difficult situations. Suggestions on personal protection, safe working conditions, and safeguarding equipment.

*The Safe Use of Hand Tools.* Employers Mutual Liability Insurance Company. 1944. One copy free.

A listing of the basic rules in safety for craftsmen to follow.

#### TEACHING AIDS

*1953 Catalog of General Electric Publications for Schools.* General Electric Company. Free.

Contains a listing and description of those materials that are available to schools.

*School Service Teaching Aids, 1952-1953.* Westinghouse Electric Corporation. Free.

A listing of free and inexpensive instructional materials that are available to schools.

*South Bend Lathe Works Bulletin No. 5230.* South Bend Lathe Works. Free.

*Sylvania Classroom and Student Aids.* Sylvania Electric Company. Free.

*Teaching with Radio, Audio, Recording and Television Equipment.* Radio-Television Manufacturers Association. Booklet. Illustrated. 1952. Pp. 41. One copy free.

Aimed at acquainting teachers with instructional techniques and procedures applicable to the use of all these types of equipment. It will serve the teacher as an instructional methods guide book.

*Teaching with 16mm Motion Picture Projectors.* Ampro Corporation. Booklet. Illustrated. 1952. Pp. 7. One copy free.

Information on how to handle and take care of projectors, pupil operators, proper teaching techniques in the use of films, how to use films properly, and the ordering of films.

*Teaching with Tape Recorders.* Ampro Corporation. Booklet. Illustrated. 1952. Pp. 11. One copy free.

Very brief history of the tape recorder. Gives hints on microphone technique, use of the recorder, tape to use, monitoring the recorder, and use of recorder in social studies, science, reading, language arts, and editing of the program.

*The Telephone Story in Films.* Illinois Bell Telephone Company. Booklet. Illustrated. Pp. 20. One copy free.



Describes the films available free of charge on a wide variety of telephone subjects, ranging from the history of the telephone to the latest developments in the telephony field.

#### TOOLS

*ABC'S of Hand Tools.* General Motors Corporation. Booklet. Illustrated. 1945. Pp. 48. Free in class quantities.

Explains and illustrates how to get the best use out of some of the most common hand tools.

*Atkins Silver Steel Cross Cut Saws.* E. C. Atkins and Company. Booklet. Illustrated. Pp. 43. One copy free.

Contains useful information on how the cross cut saw is constructed; also considerable advertising material.

*Auger Bits, How to Sharpen and Care for Them.* Stanley Tools. Pamphlet. Illustrated. Pp. 9. Free in reasonable quantities.

Shows different types of auger bits; how to use them, sharpen them properly, and care for them so that they will do the job quickly and easily.

*Clamps: Their History and Their Uses.* Cincinnati Tool Company. Booklet. Illustrated. Pp. 16. One copy free.

Contains a brief history of the development of clamps and pressure aids from early Egypt to present times. Explains in detail how to obtain the best results with all types of clamps. A glossary of clamp terms is included.

*Coated Abrasives in the Plastics Industry.* Behr-Manning. Booklet. Illustrated. Pp. 13. One copy free.

Describes the family grouping of plastics and their characteristics. Gives detailed information on the proper type of abrasive to use with each type of plastic and hints on how to obtain successful results in the finishing of plastics.

*Decimal Equivalents.* Brown and Sharpe Manufacturing Company. Chart 24" x 18". One copy free per teacher.

Decimal equivalents in 64ths of an inch from 1/64" to 1".

*Decimal Equivalents.* South Bend Lathe Works. Chart 13" x 19". One copy free per teacher.

Blueprint type chart. Decimal equivalents in 64ths of an inch from 1/64" to 1".

*Decimal Equivalents of Drills.* Cleveland Twist Drill Company. Chart 6" x 11". Free in reasonable quantities.

Decimal equivalents from 1/64" to 1" by 64ths.

*Drill and Reamer Facts.* Whitman and Barnes. Booklet. Illustrated. 1941. Pp. 31. One copy free.

Section One on drill facts describes and illustrates the design and construction of the twist drill, the correct method of sharpening, and its use. Section Two treats reamers in the same manner. Contains valuable charts and tables about drills.

*Drill Point Chart.* Cleveland Twist Drill Company. Wall Chart 24" x 34". Free in reasonable quantities.

Illustrates the proper way to sharpen drill for cutting different types of materials.

*Expert Soldering.* Stanley Tools. Booklet. Illustrated. Pp. 36. Free in reasonable quantities.

How to solder, fluxes that should be used for various kinds of soldering, how to take care of the soldering copper, and tips on different types of coppers. Contains considerable advertising material.

*Family Tree of Common Pliers.* Utica Drop Forge and Tool Corporation. Chart 10" x 21". One copy free per teacher.

An illustrated chart showing the relationship and differences between groups of pliers.

*File Facts.* Simonds Saw and Steel Company. Booklet. Illustrated. Pp. 25. One copy free.

Explains the use and care of files and the types of files available.

*File Philosophy and How to Get the Most Out of Files.* Nicholson File Company. Booklet. Illustrated. 1943. Pp. 47. Three copies free.

An excellent treatment of the history, manufacture, use, and care of files.

*First Aid for Pliers.* Utica Drop Forge and Tool Corporation. Booklet. Illustrated. Pp. 7. One copy free.

An excellent description on how to keep pliers in good working condition. A must for all shop teachers.

*Hack Saws and How to Use Them.* Simonds Saw and Steel Company. Booklet. Illustrated. Pp. 32. One copy free.

Selection and use of hand hack saws and power hack saws.

*Hand Rip and Panel Saws.* E. C. Atkins and Company. Wall Chart. One copy free.

*Here Is Why Drop Forged Tools Last Longer.* Utica Drop Forge and Tool Corporation. Leaflet. Illustrated. Pp. 4. One copy free.

Relates in graphic form why tools that are made by the drop forge and induction heating process are more serviceable.

*How to File and Set Saws.* E. C. Atkins and Company. Wall Chart 19" x 22". One copy free.



Shows by means of pictures, as well as words, the various steps in filing saws.

*How to Run a Drill Press.* South Bend Lathe Works. Booklet. Illustrated. 1951. Pp. 32. One copy free.

A practical handbook on the use and operation of the sensitive drill press. Contains considerable material on specialized operations.

*How to Run a Lathe.* South Bend Lathe Works. Booklet. Illustrated. 1952. Pp. 128. One copy free.

A complete handbook on the operation and care of metal working lathes. Describes latest shop methods and practices used by industry. Clearly written in simple, non-technical language.

*How to Run a Metal Working Shaper.* South Bend Lathe Works. Booklet. Illustrated. 1952. Pp. 32. One copy free.

The operation of the metal working bench shaper is clearly explained in this handbook. Many practical job set-ups are shown.

*How to Select, Use, and Care for Bits.* Irwin Auger Bit Company. Booklet. Illustrated. 1948. Pp. 27. Free in class quantities.

All phases of the selection, use, and care of all types of wood bits are described.

*How to Sharpen.* Behr-Manning Company. Booklet. Illustrated. 1953. Pp. 32. Free in class quantities.

Detailed methods and equipment used by experts in sharpening all types of edged tools. Gives fundamentals of sharpening, how to sharpen, and the types of sharpening stones.

*Machine Shop Course Book.* South Bend Lathe Works. Booklet. Illustrated. Pp. 32. One copy free.

Contains drawings and instruction sheets for twelve practical projects. Range from simple articles for beginners to projects requiring considerable skill and experience. Drawings show all dimensions clearly. Step by step instruction sheets on all projects.

*Machine Tools—America's Muscles.* National Machine Tool Builders Association. Booklet. Illustrated. Pp. 20. Free in class quantities.

A short story on the six basic arts in machine tools that have enabled America to produce immense quantities of material.

*Plastic Pocket-Size Decimal Equivalent Card.* Brown and Sharpe Manufacturing Company. Wallet-size. Free in class quantities.

Decimal equivalents in 64ths from  $1/64''$  to  $1''$ .

*Plastics Reference Chart.* Behr-Manning Company. Wall chart  $21'' \times 31''$ . One copy free.

A guide to the rigid-type plastics, their names, properties, uses, and sanding practices. A necessary item in any plastics class.

*Plastic Tap Drill Card.* Brown and Sharpe Manufacturing Company. Wallet-size. Free in class quantities.

Lists American National Coarse and Fine Threads, tap drill sizes, and American National Pipe Threads.

*Precision: A Measure of Progress.* General Motors Corporation. Booklet. Illustrated. 1952. Pp. 64. Free in class quantities.

An excellent booklet on measurement. Gives a complete history of the development of the ruler and man's progress in civilization due to improved techniques in measuring. Excellent for mathematics classes.

*Principal Parts of a Lathe.* South Bend Lathe Works. Wall chart  $18'' \times 22''$ . One copy free. Blueprint type. Labels the principal parts of a metal working lathe.

*Rafter and Framing Squares.* Stanley Tools. Booklet. Illustrated. 1949. Pp. 46. Three copies free.

Describes in minute detail the manifold ways in which the steel square may be used. Particular emphasis is placed on rafters and roofs.

*Ready Reference Charts.* Cleveland Twist Drill Company. Cards  $6'' \times 9''$ . 1946. Free in reasonable quantities.

Heavy loose-leaf cardboard table and data charts for the shopman. Gives decimal equivalents, table of cutting speeds, basic thread dimensions, and tap drill sizes. Discusses care of drills.

*The Right Tools for the Right Training.* North Brothers Manufacturing Company. Chart  $11'' \times 17''$ . One copy free.

Chart on how to drive screws correctly, types and sizes of screw drivers, tables of wood screws, machine screws, sheet metal screws, and stove bolts.

*The Romance of Carborundum.* The Carborundum Company. Booklet. Illustrated. 1945. Pp. 30. One copy free.

Historical development of carborundum and how the industry grew as the product improved.

*Sanding and Finishing with Modern Coated Abrasives.* The Carborundum Company. Booklet. Illustrated. 1945. Pp. 88. One copy free.

This booklet gives very detailed suggestions and specifications to assist a person in the identification, specification, ordering, application, and stocking of coated abrasive products.



*Sandpaper — How to Choose and Use It.* Behr-Manning Company. Booklet. Illustrated. 1953. Pp. 32. Free in class quantities.

An aid to making the sanding process easier and quicker, with more gratifying results. Includes table of abrasive and grit sizes, how to hand sand and machine sand, and also the special forms of abrasives.

*Saw Sense.* E. C. Atkins and Company. Booklet. Illustrated. Pp. 48. One copy free.

Booklet describing different types of saws with instructions on how they should be filed.

*Some Suggestions on How to Use and Conserve Pliers.* Utica Drop Forge and Tool Corporation. Booklet. Illustrated. Pp. 4. One copy free.

Excellent photographs on the proper way to use pliers so as to extend their useful life and to eliminate fatigue in the worker's hands.

*The Square and Its Uses.* By M. M. Romig. Douglas Fir Plywood Association. Booklet. Illustrated. 1941. Pp. 21. One copy free.

In dialogue form, this booklet very ably presents the myriad uses of the framing square in house construction.

*Tap Drill Sizes.* South Bend Lathe Works. Wall chart 13" x 19". One copy free.

Blueprint type. Lists the tap drill sizes for National coarse and National fine screws. Contains a listing of tap drills for special threads.

*10 Special File Types.* Nicholson File Company. Illustrated. Pp. 12. One copy free.

Contains practical information on when, how, and why to use files for various types of metals.

*Use and Care of Reamers.* Cleveland Twist Drill Company. Booklet. Illustrated. Free in reasonable quantities.

*Use and Care of Twist Drills.* Cleveland Twist Drill Company. Booklet. Illustrated. Free in reasonable quantities.

#### DIRECTORY OF SOURCES

Aetna Life Affiliated Companies  
Public Education Department  
151 Farmington Avenue  
Hartford 15, Connecticut

Alabama Power Company  
Advertising Department  
Birmingham 2, Alabama

Allied Radio Corporation  
833 W. Jackson Boulevard  
Chicago 7, Illinois

American Steel and Wire Company  
General Sales Department  
Rockefeller Building  
Cleveland 13, Ohio

Ampro Corporation  
Promotion Manager  
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Chicago 18, Illinois

E. C. Atkins and Company  
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Indianapolis 9, Indiana

Behr-Manning Company  
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Carborundum Company  
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Cincinnati Tool Company  
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Cincinnati 12, Ohio

Cleveland Twist Drill Company  
Advertising Department  
1242 E. 49th Street  
Cleveland 14, Ohio

DeForest's Training, Inc.  
2533 N. Ashland Avenue  
Chicago 14, Illinois

Douglas Fir Plywood Association  
Publicity Department  
Tacoma Building  
Tacoma 2, Washington

Allen B. DuMont Laboratories, Inc.  
Technical Advertising Department  
1500 Main Avenue  
Clifton, New Jersey

Thomas Alva Edison Foundation, Inc.  
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West Orange, New Jersey

Thomas A. Edison, Inc.  
Edison Storage Battery Division  
West Orange, New Jersey

The Electric Auto-Lite Company  
Toledo 1, Ohio

Electric Storage Battery Company  
42 S. Fifteenth Street  
Philadelphia 2, Pennsylvania

Employers Mutual Liability Insurance Company  
Accident Prevention Department  
407 Grant Street  
Wausau, Wisconsin

General Electric Company  
Public Relations Department  
Department 2-119  
Schenectady 5, New York

General Motors Corporation  
Public Relations Department  
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- B. F. Goodrich Company  
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- Metropolitan Life Insurance Company  
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1 Madison Avenue  
New York 10, New York
- National Adequate Wiring Bureau  
Director, Consumer Education  
155 E. 44th Street  
New York 17, New York
- National Association of Manufacturers  
14 W. 49th Street  
New York 20, New York
- National Broadcasting Company  
Department of Information  
RCA Building, Radio City  
New York 20, New York
- National Carbon Company  
230 N. Michigan Avenue  
Chicago 1, Illinois
- National Machine Tool Builders Association  
10525 Carnegie Avenue  
Cleveland 6, Ohio
- National Radio Institute  
16th and U Streets, N. W.  
Washington 9, D. C.
- Nicholson File Company  
29 Acorn Street  
Providence 1, Rhode Island
- North Brothers Manufacturing Company  
Lehigh Avenue and American Street  
Philadelphia 33, Pennsylvania
- Ohmite Manufacturing Company  
4835 Flournoy Street  
Chicago 44, Illinois
- Radio-Television Manufacturers Association  
Suite 800, Wyatt Building  
777 Fourteenth Street, N. W.  
Washington 5, D. C.
- Ray-O-Vac Company  
212 E. Washington Avenue  
Madison 10, Wisconsin
- Revere Copper and Brass, Inc.  
Advertising Department  
230 Park Avenue  
New York 17, New York
- Scintilla Magneto Division  
Service Publications  
Sidney, New York
- Simonds Saw and Steel Company  
Advertising and Publicity Department  
470 Main Street  
Fitchburg, Massachusetts
- South Bend Lathe Works  
425 E. Madison Street  
South Bend 22, Indiana
- Stanley Tools  
Educational Sales Department  
New Britain, Connecticut
- Sylvania Electric Company  
Advertising Department  
1100 Main Street  
Buffalo 9, New York
- Transvision, Inc.  
New Rochelle, New York
- Utica Drop Forge and Tool Corporation  
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- Valparaiso Technical Institute  
Valparaiso, Indiana
- Wagner Electric Corporation  
6400 Plymouth Avenue  
St. Louis 14, Missouri
- Weston Electrical Instrument Corporation  
205 W. Wacker Drive  
Chicago, Illinois
- Western Union Telegraph Company  
Publicity Department  
60 Hudson Street  
New York 13, New York
- Westinghouse Electric Corporation  
401 Liberty Avenue  
P. O. Box 2278  
Pittsburgh 30, Pennsylvania
- Westinghouse Electric Corporation  
Lamp Division  
Bloomfield, New Jersey
- Whitman and Barnes  
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40600 Plymouth Road  
Plymouth, Michigan



# DISCIPLINE AND CONTROL

RUTH STRANG

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

**D**ISCIPLINE is a way of treating individuals which results in order in the group and self-control in its members. Both are important. Order in the group is essential to accomplishment. That is why so many pupils say they like teachers "who are strict, but not too strict"—teachers who do not permit too much disorder and fooling around. Achieving self-control gives pupils just as much satisfaction as achievement in school subjects; they gain in self-esteem when they are successful in conforming to the reasonable and necessary demands of school and society. The undisciplined child usually feels anxious and insecure.

How can we achieve this order and this self-control? By modifying the environment we can remove some of the causes of disorder in a class, and thus reduce the need for discipline in the sense of punishment. Overcrowding increases the opportunity for conflict. Shortages of suitable books, equipment, and materials precipitate behavior problems. In an institution for delinquent boys, things went smoothly until the supply of woodworking material was cut off; then an outbreak of serious behavior problems occurred. No wonder so many slow-learning children become behavior problems when every day they are confronted with books they can't read, problems they can't solve, facts that have no meaning, use, or purpose for them. Constant failure breeds apathy or hostility. No wonder so many gifted children misbehave and fail in one or more subjects when school work offers them no challenge. The administrator should move heaven and earth and the school board to get suitable materials of instruction for all the pupils: books on their level of interest and ability, materials for handwork, shop equipment.

The teacher's voice, manner, and relationships with pupils are important factors. A voice that is rather deep but clear, low but distinct; a relaxed and confident manner, good humor, and a warm personality—these evoke respect and attention. The teacher who consistently expects the best of his pupils is seldom disappointed in them.

To provide the experiences which each pupil needs, the teacher has to know his pupils. Understanding of each one grows as the teacher listens to the pupils' informal discussions, observes pupils in action, interprets and wisely uses test results and cumulative records, and learns other technics of child study. Special guidance workers can help teachers use these means as an intrinsic part of their teaching job—not as an "extra" added to an already heavy program. Administrators can use faculty meetings, institutes, workshops, and other avenues of in-service education to help teachers improve their technics of understanding pupils. Skillfully conducted panel discussions by pupils; study of the compositions pupils write about themselves and their relations with others; discussions of dramatized interviews with pupils and parents, case conferences, group discussions; study of a mimeographed cumulative record of one pupil; role playing, these are some of the interesting and effective methods of gaining skill in various methods of seeing situations through pupils' eyes and understanding why pupils behave as they do.

## SITUATION ANALYSIS HELPFUL

Analysis of certain situations in which problems of control arise, and suggestions as to how the teacher might handle such situations are particularly helpful. From such an analysis the group might move on



to the role playing of other situations. Let us consider several situation analyses.

Tom, a seventh-grade boy, was at the blackboard working a problem in arithmetic. When the teacher pointed out an error in his method, he said loudly, "You told us to do it that way!"

What the teacher says or does in this situation depends on the tone Tom used, and its meaning for him and for the rest of the class. Tom may have been kidding. If the teacher-pupil relationship is friendly and jolly, the teacher may laugh with him and the class, and say, "There you go again! It's always teacher's fault! Well, I suppose I'll have to show you the right way now." There would be no discipline problem here.

But the boy may have spoken defiantly; the class may be alerted to a clash between teacher and pupil. What the teacher does in such a situation depends on her interpretation of the meaning of the boy's behavior. Does his behavior stem from a normal desire to be independent, to show that he is grown up? If so, what should the teacher say:

Contradict him? "I certainly didn't tell you to do it that way."

Appease him? "Maybe I did slip up on my explanation of that kind of problem."

Accept joint responsibility? "I couldn't have made it perfectly clear, or you would have learned it." What children do not learn, teachers do not teach.

The third approach says, in effect: "Adults don't always have to be right. To be grown up you do not have to show that another person is wrong. You can take joint responsibility for a mistake."

Let us consider another possibility:

If the boy's behavior in this situation represents a tendency not to face the facts but to blame someone else for his mistakes, the teacher may say:

"We all make mistakes, Tom. The important thing is to learn not to make the same mistake again. Let's see whether you can figure out the right method with just a little help."

There are, of course, many other responses. In any case, while realizing that her understanding of her pupils is never complete, the teacher acts in accord with all the knowledge she has gained about the boy previously and in the present situation.

Ted, in a fourth-grade class, tore up his spelling paper when the teacher criticized his writing.

When the teacher stopped by Ted's desk and said, "That isn't your best writing, Ted. You'd

better write it over," Ted angrily tore up his paper and did no more work for the rest of the period. Since Ted's behavior did not disturb the rest of the class, the teacher did nothing about it at the time. However, she thought, "Something must be troubling Ted." As he was leaving the class, she asked him to come in to see her during his free period.

Why had Ted, who was usually so co-operative, behaved in that way? It may have been momentary irritation. Or it may have been much more deep-seated; he may have felt some threat to his emotional security. Children often interpret criticism as withdrawal of love, and impute it to disapproval of them as persons, rather than disapproval of a specific action.

When Ted came in, the teacher praised his genuinely good work in reading and arithmetic. Soon Ted confided in the teacher his feeling of inferiority about his handwriting and his inability to make things with his hands. His mother said his writing was awful and often made him do his homework over two or three times. His brother was good at making all sorts of things. As a result of this conversation with the teacher, Ted saw himself in a new light, as a boy who had many good qualities, a boy whom the teacher liked and respected, and who could improve in writing and handwork. With a little individual instruction, he did improve in these respects, and had no further need for the irritable behavior he exhibited that day.

An elementary school dancing and athletic club composed of thirty-eight girls and twenty boys, aged ten to twelve, meets for one hour every Thursday. Mr. H. teaches this group square dancing and sets up organized games which the children suggest. One Thursday they were going to have outdoor activities, which the children usually enjoy very much. But this was decidedly an "off day." The teacher waited for the group to quiet down, blew the whistle for attention, talked to individuals, but got no results. The girls were especially exasperating, laughing and hooting at every suggestion, sliding about the floor, etcetera. What could the teacher do in a situation like that?

The teacher might have viewed the unruly behavior as an expression of some need. Actually, the group was disturbed by something that had happened in a previous class. They had to get it out of their systems before they could settle down to the present activity. A few minutes' discussion might have helped them interpret the incident, as well as relieve the tension it had caused. Instead, the teacher tried to follow his previously planned schedule. Not succeeding in this, he felt frustrated and un-



able to maintain the friendly, democratic procedures he had previously used.

Order and self-control are best achieved:

1. Through a relationship of respect and affection which helps the pupil to control his behavior in order to maintain the relationship.

2. In the light of a goal which the pupil considers worthwhile and important and which is within the range of his ability.

3. Through the group process. The individual's behavior is influenced by the opinion of his peers. Desirable group action may grow out of good group thinking of the problem-solving type.

4. Through co-operative planning. If pupils make their own rules, they understand why they are important; they also gain a sense of independence and of progress toward self-control.

## WE BECOME BREAKFAST CONSCIOUS

IRENE Z. HAGAN

FERNWOOD SCHOOL

WITH heads bowed, thirty-two second- and third-grade pupils and their invited guests listened to grace being said by one of their fellow pupils. This was the morning that a two-week unit was being culminated by a festive breakfast party. Appetites were keen but not a hand touched the food. All eyes were on the guests. Wouldn't they ever begin? Yes, one was reaching for the fruit juice now. And suddenly, thirty-two small hands also reached out for theirs. Breakfast was now being served in room G-2 at the Fernwood School.

A school store adjoining our school was a popular place to stop to spend a few pennies, even at 8:30 a.m. Many of the youngsters were supplementing their breakfast with candy and gum or were neglecting to eat a proper breakfast for other reasons. This was apparent not only by the munching of the candy and gum during the morning hours, but also by fatigue apparent in a few pupils long before the noon hour.

One morning the children were asked to either draw a picture of the breakfast they ate that morning or to write a story about it. As was suspected, those who displayed the listlessness were the very ones who came to school fortified only by a sweet roll or less. The theme for our

unit was derived from the situation at hand; we would try to find out what constituted a substantial breakfast for children of their age.

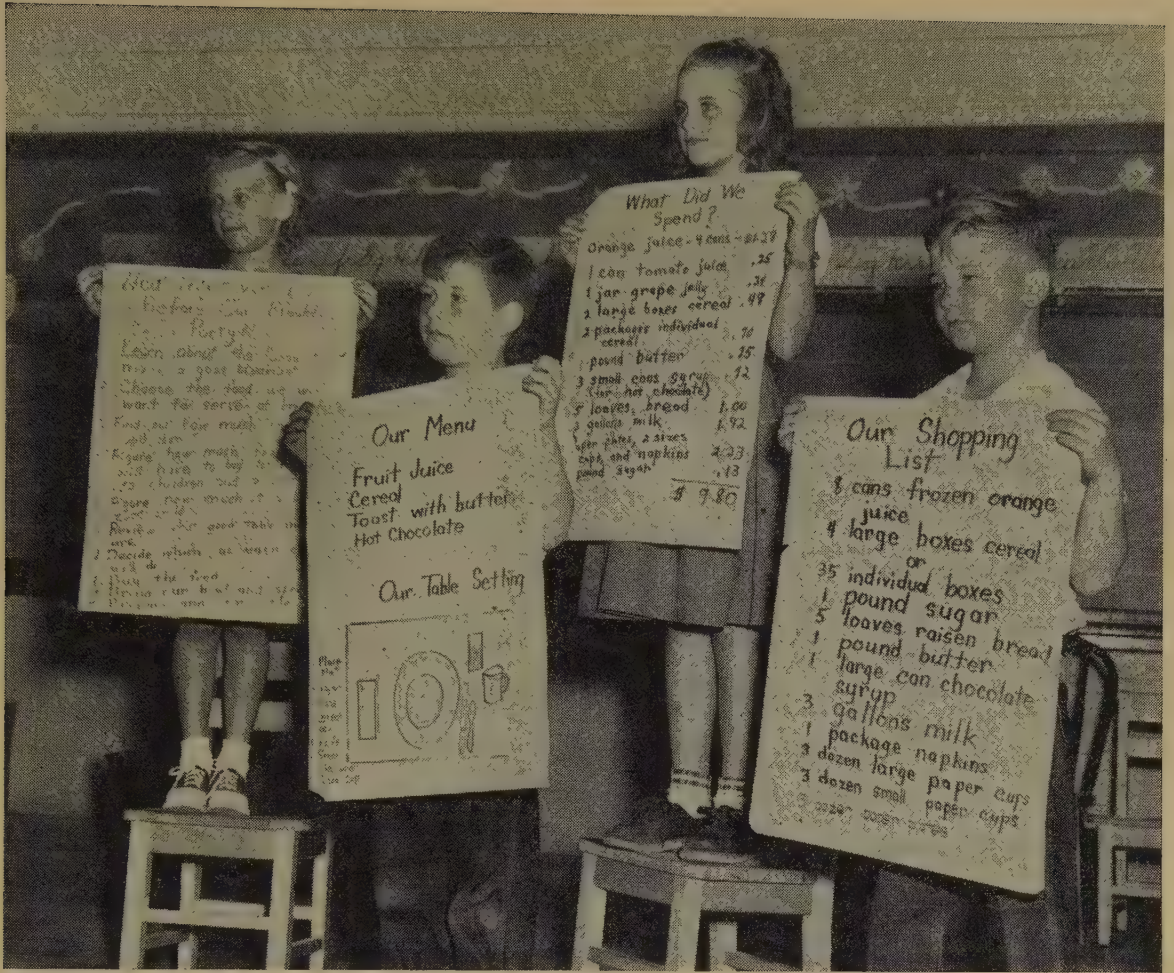
Our physical education teacher gave us posters about wholesome meals as well as some that were concerned with other basic health rules. We received supplementary material from the Milk Foundation and the Cereal Institute. These prompted the children to bring in full-color pictures of breakfast foods as well as menus from magazines. It wasn't long before we were breakfast-conscious. It was then that we decided to plan a breakfast — one that the children could prepare themselves if necessary. Several of the children were getting their own breakfasts daily. Although we originally planned only a very simple breakfast, the enthusiasm and resulting work on the part of the boys and girls during the two weeks culminated in a very gala party with entertainment and after-breakfast dancing.

### INTEGRATION

Our student teacher<sup>1</sup> was teaching a unit on neighborhood workers, so we decided to integrate the social studies with our health and nutrition unit. In a couple of days every subject was being taught

<sup>1</sup>Mary Alice Madden of the Chicago Teachers College.





Planning a Wholesome Breakfast

Photograph by Murrell Tinsley

with the project in mind. We had no bells to indicate the end of one period and the beginning of another. We were living and learning our lessons from 9:00 a. m. to 3:00 p. m., interspersing formal reading and arithmetic. Attendance was near perfect all through the two-week period. Each child was needed; each had his specific responsibility.

We studied foods of the seven basic groups and learned why all are essential; we discussed how they contribute to our general well-being: our success in school, work, and play. We analyzed and utilized the material presented on our posters. We made our own posters to state our objectives, to illustrate a breakfast place-setting, to present our menu. We brought

in food advertisements and learned how to shop for the best buys before we went to the store. Number work became meaningful as we added costs, divided cans and boxes into servings, quarts into glasses, and increased recipes to feed many.

We read about the workers who were helping us with our breakfast even though they might be miles away—the farmer in the Middle West, the citrus grower in the South, the dairyman up north, the engineer, the truck driver, the baker, the grocer, the milkman, the sales girl, the mail man, the teacher, and the policeman.

Invitations to our guests, letters to our parents, and stories about our breakfast replaced our weekly compositions. Our art periods were devoted to designing





We Give Thanks!

*Photograph by Murrell Tinsley*

place mats, constructing napkin holders, and painting posters as well as other room decorations.

To give our party a festive air we planned to have play-party games. Consequently, our music took the form of folk tunes and dances. We were having fun because we were playing together.

Inasmuch as each child had a speaking part, oral composition and literature were not neglected. One afternoon when we realized that eight children still did not have speaking parts, they asked to stay after school to help write and plan a little play. Extracurricular? No, the school

day was not long enough to meet and satisfy our responsibilities and interests.

In District 9 much work is being done on vocational responsibilities. The 2A-3B room at the Fernwood School learned about vocational responsibilities incidentally, but meaningfully, as a result of our breakfast. Each child had a part in the planning, other than participation in the program. Some took care of collecting money; others planned our shopping list and the shopping trip we made to the community super-market. We had to move our desks and tables into a more functional arrangement — the responsibility of our stronger boys. Our “wait-



resses" took down the children's preferences in fruit juice, cereal, and bread, and helped to serve our guests. Our clean-up committee did a fine job washing the dishes and setting our house in order after our festivities.

What did our unit achieve? Academically, we learned a great deal more than we could have if the same material had been presented in the traditional manner. The objective of our unit was to illustrate a wholesome yet simple breakfast that any child could, if necessary, prepare himself. I feel we did that and more. The parents also felt that the objective was met. To quote only two from several letters and calls received:

Vernon tells me he enjoyed the breakfast party very much. He especially liked the cereal and cocoa. Best of all he was happy to be allowed to participate in the play.

Jean not only enjoyed planning for and eating breakfast at school, but became cognizant of what a good breakfast should consist. She has since eaten better balanced breakfasts including some foods which she had previously refused to eat.

I feel our class also acquired favorable



*Photograph by Murrell Tinsley*  
Having Fun!

attitudes that have led to a greater appreciation of our school program. Learning became vibrant, meaningful, and easily transferable to their home activities and responsibilities. The retention of the learning will undoubtedly be greater because they participated in the learning actively from the conception of the idea of the unit to the culmination and evaluation of it. They came to realize that habits, even food habits, are a vital part of education and that a favorable change in their habits indicated that learning had taken place.

# AVIATION'S GOLDEN JUBILEE<sup>1</sup>

KATHLEEN POWER<sup>2</sup>

**I**N celebrating the 50th Anniversary of the first flight of a power driven airplane this year, the classroom teacher is given a unique opportunity to coordinate classroom activities with those of the community to bring about a better understanding of the age of flight. Teachers of all subjects from kindergarten through college should take advantage of this opportunity. As the airplane knows no physical barriers, it knows no subject divisions. Its influence is so great it touches all subjects and grade levels.

In the fifty years since Wilbur and Orville Wright flew their first successful "flyer" at Kitty Hawk, North Carolina,

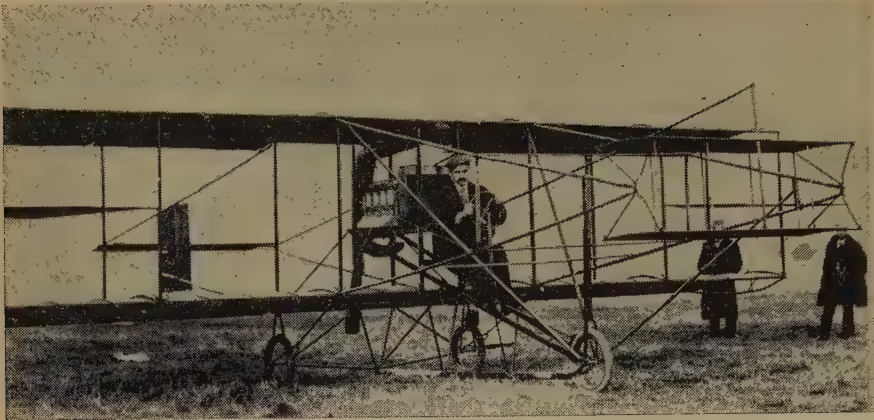
the airplane has been responsible for changing the lives of people all over the world. If students have an understanding of the influence of the airplane today, they will be better able to cope with the many changes the air age will bring as they become participating citizens of this country. Because of the national commemoration of this famous event, a study of aviation will have added interest to the student at this time.

Many leaders in business, government,

<sup>1</sup>Photographs through courtesy of United Air Lines, Inc.

<sup>2</sup>Educational Advisor, School and College Service, United Air Lines, Inc.





Wright Brothers' Airplane at Kitty Hawk, North Carolina



In 1918 the Army Pioneered in Flying the Mail With This Type of Plane



This Ryan Monoplane Flew the First Commercial Air Mail in the Pacific Northwest



Giant DC6 Mainliners of T and Carry



The Boeing 80-A Which Served and Flew 1.





ise at 300 Miles an Hour  
engers



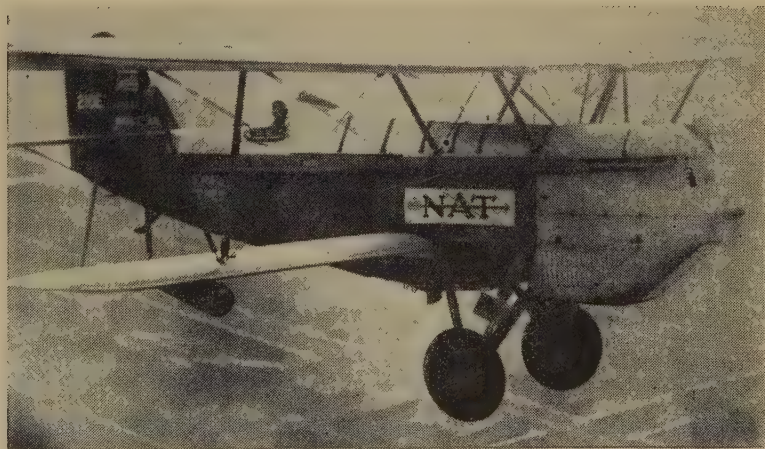
A 10 Passenger, 170 Miles an Hour Boeing 247 Was the First Low Wing Monoplane in Commercial Aviation



A Ford Tri-Motored Plane of 1930



in 1928 Carried 14 Passengers  
an Hour



A 1927 Pioneer Single-Engine Curtiss Falcon Mail Plane





Chicago Teachers College Students Inspect Link Trainer Operations

and education, realizing the importance of an understanding of the influence of the airplane not only by school children but by all citizens, have made plans for a full year of activities to commemorate the Wright brothers' flight. Lieutenant General James H. Doolittle, general chairman of the 50th Anniversary of Powered Flight Organization, is being assisted by various committees and sub-committees. Planned activities are being carried out by governors of each state, state aeronautics departments, State Departments of Public Instruction, and also through mayors of over 5,000 leading cities, who will co-ordinate plans with their Chambers of Commerce and superintendents of schools. Many national magazines, radio and television stations, as well as local newspapers are co-operating in this commemoration. The program is increasing in momentum as the year progresses and will reach its climax December 17, 1953, the actual anniversary date. Thus, each teacher will find ample opportunity to stimulate and guide appropriate student activities in the field of aviation and be able to correlate

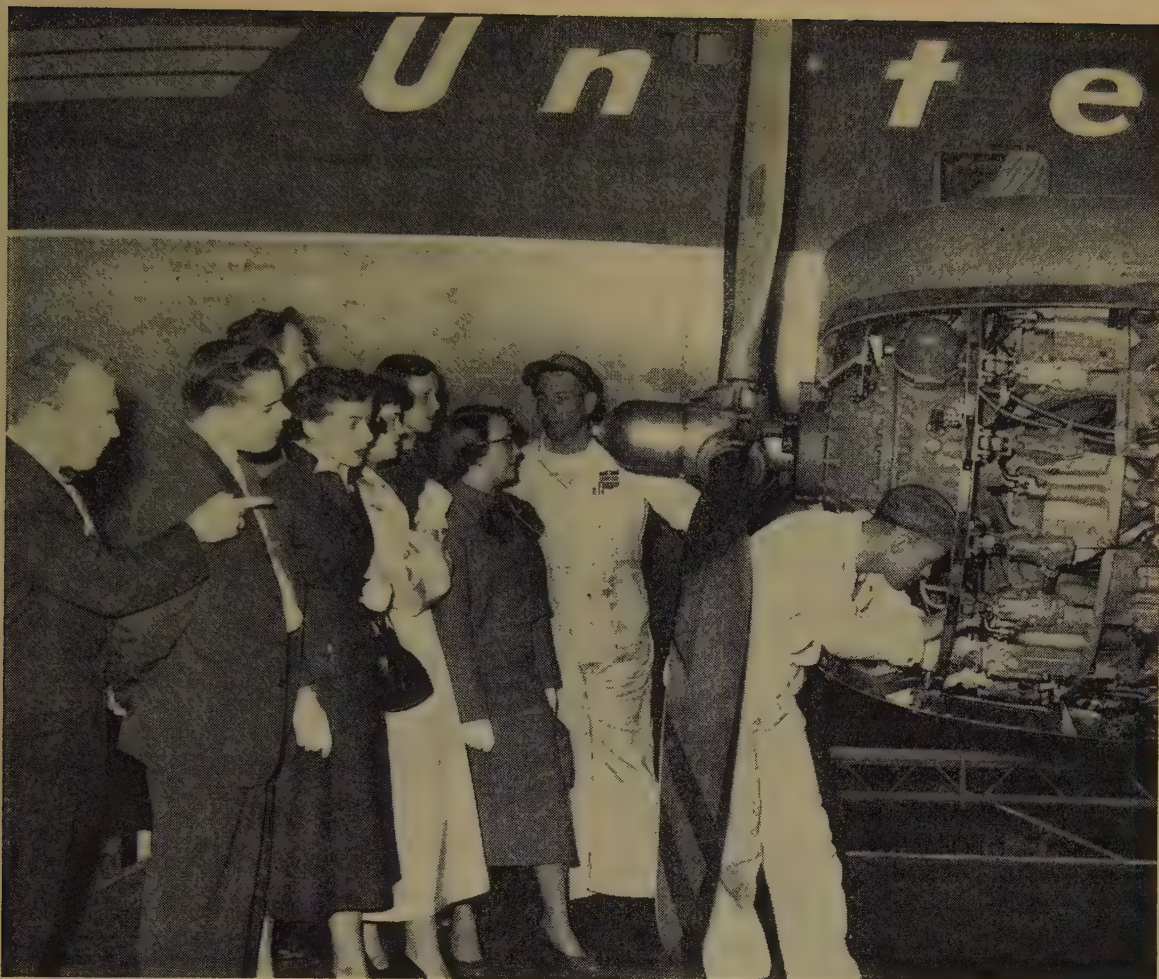
classroom activities with local and national activities. There are many ways these activities can be worked out with the same objective in mind. Activities will need to be adjusted to the grade level of the students and to the facilities available to the individual class.

An aviation diamond jubilee festival planned by the teacher and students would be effective. This could be planned to continue several months and worked on at various times: before school, during free periods, and whenever it could be worked into the classroom schedule. This could culminate with a fifty minute assembly program to celebrate fifty years of aviation. This would be ideal for December 17, 1953.

#### MATERIALS AND ACTIVITIES

There is a great deal of material available on all phases of the subject of aviation.<sup>3</sup> All libraries have source data. Much free material is to be had for the asking. The national committee for this commemoration has a free booklet, *Fifty Years of Aviation Progress*. It was issued to observe the 50th Anniversary of Powered





Observing Mechanics Making Adjustments on a DC6 Mainliner

Flight and may be obtained by writing to James H. Doolittle, Chairman, 1405 G Street, N. W., Washington, D. C.

The students can be responsible for obtaining much of the needed material for this study of aviation. They can bring current pictures and stories from magazines and newspapers. These can be used for class discussions and then be placed on the bulletin boards or in classroom scrapbooks.

Special anniversary radio and television programs could be monitored and listened to by the students. Aviation movies and slidefilms could also be shown to the class. All these could serve as a basis for further discussion by the group. The wide scope

of aviation offers many topics that would be interesting and worthwhile for class discussions. Some of these topics could be: the affect the airplane has had on business, government, recreation, and health; the uses of air mail and air cargo; government regulations of aviation; documents necessary for world travel. Additional topics could be: problems the airplane has brought with its development; the different ways the airplane affects our

<sup>3</sup>See October, 1949, issue of the CHICAGO SCHOOLS JOURNAL for "Chicago—Air Hub of America," by Kathleen Power; the September-October, 1950, issue for "The ABC's of Air Cargo in Chicago," by Kathleen Power; "Educational Implications of the Air Age," by John H. Furbay; and "Flying Farmers," by W. E. "Bill" Renshaw; and the November-December, 1950, issue for "Aviation Education for Modern Living," by Willis C. Brown.



life; how the airplane has helped mankind; how the airplane has hurt mankind; the role the airplane will play in the year 2003. The students may be interested in dramatizing certain phases of their study of aviation. Some areas might be: the story of the Wright brothers' lives; a flight around the world; activities in the control tower; a contrast between air travel today and air travel twenty-five years ago; how the airplane helps people make a living, such as the farmer, the miner, and the fisherman.

A study of certain maps will aid in the understanding of the air age. Some that would be valuable are a map of the airlines of the United States; a map depicting the air routes of the world; and weather maps. A world map showing distances from Chicago could be made by the students.

Many interesting tours could be planned that would aid in understanding the field of aviation, such as tours to the



Inspecting Cock-Pit Interior of a Mainliner



Explaining Duties of a Stewardess

Midway Airport terminal and observation deck; a large transport plane or hanger; the Midway Airport post office and helicopter service; the air express office; the weather bureau; the planetarium; the Progress of Flight exhibit at the Museum of Science and Industry. Other activities that could add interest to a study of aviation would be to build model airplanes, collect air mail stamps, make a list of new words in common use as the result of the airplane, draw or paint large murals showing different phases of the study.

#### FUTURE RESPONSIBILITIES

This study of aviation can be as elaborate or as streamlined as the teacher and students wish to make it. The chief objective is that the students get an increased insight of the age of flight. There is no doubt that some students in the classroom celebrating this anniversary will be the men solving the still unsolved aviation problems in the future: the jet transports,



the guided missiles, the atomic powered planes, the rocket ships, the helicopters, and future low-cost private planes.

The men whom we will be honoring in the year 2003 will not only need technical know-how but they will also need an understanding of the social impact of their creative genius. The airplane, as a machine of beauty and utility, has become

the decisive force for peace or war. The airplane can be an instrument whereby people find peace and security, or it can be an instrument that can cause death, destruction, and despair. The students in our classroom today will be the men and women who decide its ultimate destiny. The classroom teacher of today can be the guiding force of that destiny.

## DISTINGUISHED CHILDREN'S BOOKS OF 1952

### CHILDREN'S LIBRARY ASSOCIATION<sup>1</sup>

THE Children's Library Association of the American Library Association is ever mindful of bringing the best in juvenile literature to the attention of the American public, especially to teachers and to parents. To this end, each year outstanding children's librarians from representative parts of the country make a critical evaluation of the year's output of books for children. The final choice of titles is listed as "The Distinguished Children's Books" of the year. The 1952 list follows:

*The Talking Cat.* By Natalie Savage Carlson. Illustrated by Roger Duvoisin. Harper.

These lively French-Canadian tales have wit, distinctive characters, drama, and suspense. Diverting illustrations and a good format add to the book's appeal.

*Looking-for-Something.* By Ann Nolan Clark. Illustrated by Leo Politi. Viking.

An appealing story of a stray burro in Ecuador comes to a satisfactory climax when he finds the "something" for which he was looking. Charming illustrations by Leo Politi.

*Secret of the Andes.*<sup>2</sup> By Ann Nolan Clark. Illustrated by Jean Charlot. Viking.

Cusi, a modern shepherd boy in a hidden valley in Peru, is unknowingly being trained to fulfill an ancient trust as the guardian of the sacred llama herd and the hidden treasure of the Incas. Both narrative and illustrations convey a sense of mystic beauty to the thoughtful reader.

*The Bears on Hemlock Mountain.* By Alice Dalgliesh. Illustrated by Helen Sewell. Scribner.

Rhythmic repetition, humor, and suspense give a delightful folk-tale quality to the story of a little boy who, believing that there are bears on Hemlock Mountain, sets out alone over the mountain to fetch home an iron pot.

*New World for Nellie.* Written and illustrated by Rowland Emmett. Harcourt.

A unique and beloved English character, Nellie, the antiquated railroad engine, invades the American scene in a delightfully unorthodox manner. The precisely fantastic drawings are an integral part of this original book.

*Ape in a Cape.* Written and illustrated by Fritz Eichenberg. Harcourt.

The letters are of less importance than the nonsense in this alphabet book in which the bold, colorful pictures and identifying rhymes display a pig in a wig, a vulture with culture, a goat in a boat, and other animals in equally absurd or odd situations.

*Amahl and the Night Visitors.* By Gian Carlo Menotti. Illustrated by Roger Duvoisin. Whittlesey.

A tender and gently humorous miracle story of a crippled shepherd boy and his mother who entertained the Wise Men on their way to Bethlehem. Effectively retold by Frances Frost and colorfully illustrated by Roger Duvoisin from the opera which was written for and first produced on television.

<sup>1</sup>Book Evaluation Committee

<sup>2</sup>Awarded Newbery Medal



*Birthdays of Freedom.* Written and illustrated by Genevieve Foster. Scribner.

A significant book which traces, in graphic text and effective illustrations, the forward steps and setbacks in the growth of freedom from early Egypt to the fall of Rome.

*Thomas Jefferson, Champion of the People.* By Clara Ingram Judson. Illustrated by Robert Frankenberg. Wilcox.

The man, his times, and his thinking emerge with great reality in this competent, vigorous narrative biography.

*One Morning in Maine.* Written and illustrated by Robert McCloskey. Viking.

Wonderfully detailed lithographs capture the spirit of childhood and the beauty of sea and shore in the story of a momentous event in the life of a little girl—the discovery of her first loose tooth.

*The Biggest Bear.*<sup>3</sup> By Lynd Ward. Illustrated by the author. Houghton.

Action and mood are so completely portrayed in the dramatic illustrations that the brief, amusing text is actually unnecessary to the story of Johnny's bear that grew and grew until it was a trial and tribulation to the whole valley.

*Puss in Boots.* By Charles Perrault. Illustrated by Marcia Brown. Scribner.

Dressed in elegant French attire, sly Puss struts jauntily through the spirited, richly colored pictures which illustrate this retelling of the classic fairy tale.

*The Treasure Trove of the Sun.* By Mikhail Prishvin. Illustrated by Feodor Rojankovsky. Viking.

A wild swamp is the setting for the sensitive story of two orphaned Russian children lost on a cranberry-seeking expedition. Beauty of writing and illustration makes rewarding the suspenseful tale of their adventures.

*Big Tiger and Christian.* By Fritz Muhlenweg. Illustrated by Rafaello Busoni. Pantheon.

The land and the people of Mongolia are unforgettablely portrayed in an exceptionally long, leisurely-paced, adventure-filled account of a Chinese boy and his white friend who, through a mishap, are caught up in troop movements during China's civil wars and sent on a mission across the Gobi Desert.

*Red Sails to Capri.* By Ann Weil. Illustrated by C. B. Falls. Viking.

Three strangers searching for beauty, truth, and adventure find all three in the discovery of the Blue Grotto of Capri. People and place come vividly alive in a dramatic story told almost entirely in natural dialogue.

*Charlotte's Web.* By Elwyn Brooks White. Illustrated by Garth Williams. Harper.

The story of the friendship between a naive, young pig and the clever, loyal spider who saves him from being slaughtered is told with delicacy, humor, and wisdom in a perfect blending of fantasy and complete realism. The illustrations are a happy complement to the text.

<sup>3</sup>Awarded Caldecott Medal

*In an age of noise and confusion, mental poise and integrity of spirit demand that we give young people some opportunity to withdraw and to see life whole through reading; some opportunity to find in imaginative literature a touch of humor which gives a sense of proportion to life, a thoughtful presentation of the intimate personal aspects of living, and a poetic interpretation of human experience in fairy tale or verse. — Dora V. Smith*



# NEW TEACHING AIDS

CHICAGO TEACHERS COLLEGE

*Contributors to this section are Leander W. Binna, Donald J. Blyth, Fred K. Branom, Vernon W. Brockman, Joseph Chada, Phyllis M. Conkey, George W. Connelly, Pearl B. Drubeck, David B. Erikson, Henrietta H. Fernitz, J. W. Jeauguenat, Herbert C. Kalk, Mary Jane Krump, J. G. Miller, Ruth M. Oliver, John M. Pfau, William Purcell, Irwin J. Suloway, Marie Tierney, Fritz Veit, and Horace Williston.*

## FILMS

The following are available from Coronet Instructional Films, Inc., 919 North Michigan Avenue, Chicago 1, Illinois:

*Our Teacher.* 1 reel. 16 mm sound. 20 minutes. Black and white, \$50; also available in color. Educational Collaborator: Elizabeth B. Carey.

Behind-the-scene views in the day of a teacher are filmed to help primary grade children understand the kinds of things a teacher does and the warmth and friendliness with which she serves the children. The teacher is shown getting ready for the day's work, going to school, waiting for the arrival of the children, and working with the children during the day. This is an excellent addition to the types of films which help children to appreciate the work of community helpers. Parent-teacher groups could use the film to advantage as could students preparing to teach. M. T.

*Listen Well, Learn Well.* 1 reel. 16 mm sound. 10 minutes. Black and white, \$50; color, \$100. Educational Collaborator: Viola Theman.

Although intended for use in third or fourth grades, this film seems more suitable for prospective and practicing teachers. It demonstrates, by means of a "listening" lesson in a fourth grade class, the difficult concept of concentration on the sounds heard in a phonograph recording. The techniques of listening to one thing at a time, ignoring distractions, staying with a sound long enough to "hear it through," and analyzing one's listening habits, seem a little too complicated for young children to grasp. P. B. D.

*How to Read Newspapers.* 1 reel. 16 mm sound. 11 minutes. Black and white, \$50; color, \$100. Educational Collaborator: Roland E. Wolsey.

The purpose of this film is, first, to show the high school student that parts of the newspaper other than the comic strips have something to tell him; then to show him how to read these parts most effectively—how to skim by means of headlines, how to get capsule knowledge by means of leads, how to weigh opinions by comparing different newspapers. The film packs as many worthwhile suggestions for reading the news into its brief eleven minutes as the student can profit by, and, wisely, it makes these suggestions not directly to the auditor-spectator, but to Bill Brent, the boy in the film, whose development we watch as he acquires the skills necessary for the intelligent reading of the news. The film should be useful in high school classes in English or the social studies. H. W.

*Improve Your Spelling.* 1 reel. 16 mm sound. 11 minutes. Black and white, \$50; also available in color. Educational Collaborator: Henry Bonner McDaniel.

Intended for high school use, this film concentrates on the ways in which an individual can improve his own spelling. Since so little group teaching of spelling is done in our high schools, this is perhaps our most desirable approach to the problem. The film certainly will not provide the necessary motivation, but it can serve as an effective reminder of ways of studying a word in order to get a mental image of it, and as a painless sermon on the value of the dictionary habit and individual hard word lists. Acting is mediocre. I. J. S.

*A Story of a Storm.* 1 reel. 16 mm sound. 11 minutes. Black and white, \$50; color, \$100. Educational Collaborator: Walter W. Thurber.

A well-planned sequence of scenes showing and describing the complete history of a summer thunderstorm. The story begins with a typical warm, clear, summer Monday morning. Thereafter follows the series of events leading to the actual rainstorm on Wednesday evening and the subsequent clear weather again on Saturday. Blended in with the description are a number of clues which the average layman can use in making simple weather forecasts. Especially noteworthy are the cloud formations which typify the approach and the ending of a summer rainstorm. Recommended for upper grades and high school students. V. W. B.

*Life in the Nile Valley.* 1 reel. 16 mm sound. 11 minutes. Black and white, \$50; color, \$100. Educational Collaborator: John H. Garland.

Depicts how the people of the Nile Valley depend upon the Nile River for a living. The homes of the people, methods of irrigating the land, location of dams, use of simple farm tools, transportation by small sailing boats and donkeys, and scenes along Cairo's dock are clearly shown. We learn about the daily activities of a typical farm family. The photography and commentator's voice are excellent. Suitable for intermediate and high school classes. F. K. B.

*Ancient Greece.* 1 reel. 16 mm sound. Black and white, \$50; color \$100. Educational Collaborator: Elmer Louis Kayser.

Shows Greek life in some of its more important cultural and historical aspects. Most of these quite naturally center about Athens, whose Acropolis and Parthenon are points about which the narrative revolves. The film is useful for courses on ancient and world history in the upper grades and the high school. Photography and voice excellent. J. C.



*Our Inheritance from the Past.* 1 reel. 16 mm sound. Black and white, \$50. Educational Collaborator: I. James Quillen.

The title and recommended uses of this film—for history in junior high schools, social studies in senior high school, college parent-teacher meetings, and adult general assemblies—are both deceptive. A movie on our inheritance from the past that is advertised as college and adult level might well be expected to deal with institutions and ideology but such is not the case. Instead, the film concerns itself with such inheritances as the wheel, the plow, roads, writing skill, and the arch, all of which have come to us from older civilizations. Nor does it reveal how these artifacts and techniques have been modified and adapted to modern usage. This film should be shown to the intermediate grades, if at all. J. M. P.

*The Renaissance.* 1 reel. 16 mm sound. Black and white, \$50. Educational Collaborator: Wendell W. Wright.

The film, by the way of introduction to the Renaissance, traces the highlights of the transitional fourteenth century when the Middle Ages were giving way culturally to the Renaissance. Several good shots of the principal Italian Renaissance centers help to illustrate and emphasize the changes which took place in architecture, painting, science, and sculpture in the latter part of the fifteenth and the sixteenth centuries. Suitable for high school and adult education. J. C.

*What Time Is It?* 1 reel. 16 mm sound. Black white, \$50; color, \$100. Educational Collaborator: F. Lynwood Wren.

This film tells the story of a young girl and her experience in learning to tell time. We find the girl planning a party, and the real situation of wanting to know how time is reckoned. There is a dream sequence which should appeal to this age level. The film follows the girl through the process with its extensions. It is made a full and satisfying episode. The analogy is pointed out between quarters of an hour, pies, etcetera. The theme of time is extended to days, 24 hours; weeks, 7 days; and the calendar. The action is described by a commentator. The possibility of conversation by the girl is overlooked. This gives one the feeling that the commentator is talking down to the audience. The photography is clear, and the action simple enough to have continuity. The girl acts naturally. There is a teacher's guide to the film. Class participation is implied and time provided for it. Age level: kindergarten and grades 1-3. W. P.

*The Supreme Court.* 1 reel. 16 mm sound. 10 minutes. Black and white, \$50. Educational Collaborator: Marshall E. Dimock.

The film shows the relation of the Supreme Court to the problems of wages and hours of employees in the Pure Cola Bottling Company. The technique of explaining the court to the employees, whose problems are similar to those of workers in many industrial communities, is an excellent manner of portraying the functioning of the Supreme Court in relation to the entire state and federal court systems. The Supreme Court is not shown in action, for that subject would be important enough for another reel. This real, live, human-interest film would make the Court understandable to high school and college classes in political science and civics, and to labor groups. The teacher's guide to class preparation utilizes sound, modern educational procedures which should prove helpful. Photography, acting, sound, and narrative are excellent. This film should interest students and other adults in visiting the Supreme Court in action. H. H. F.

*How to Investigate Vocations.* 1 reel. 16 mm sound. 11 minutes. Black and white, \$50; color, \$100. Educational Collaborator: Frank S. Endicott.

This film is admirably suited to the use of senior high and college students who are interested in planning their life's vocation rather than acting on hunches or drifting into jobs. The example is given of a young man who, after learning from aptitude and interest tests his abilities and preferences, undertakes to read selectively in his school and city libraries and to send for publications representing trade organizations. Following the information thus gained, he makes trips to the places of work in a given field and learns directly from persons pursuing the occupation he is investigating. The contacts thus made not only give insight but lead to a summer job offer, which his guidance counselor advises he take. This, in turn, provides a very practical type of knowledge of a unique kind, and leaves him quite convinced that the systematic, planned approach to career investigation can have no worthy alternative. The film should be of interest to classroom teachers interested in vocational guidance as well as to guidance and student personnel specialists. L. W. B.

*Federal Taxation.* 1 reel. 16 mm sound. 10 minutes. Collaborator: William J. Schultz. Black and white, \$50.

Such questions are answered as: What is federal taxation? Why do we pay taxes? How is the amount determined? The film shows the procedure of making a federal budget, the percentage of taxes paid by corporations, individuals, custom duties, excises, and taxes on services. The taxes paid by a family are traced from the source to the spending by the government for services rendered the public. Recommended for seventh grade and high school students. J. G. M.

*How to Say No—Moral Maturity.* 1 reel. 16 mm sound. 11 minutes. Black and white, \$50; color, \$100. Educational Collaborator: Evelyn M. Duvall.

This film presents the central theme, "How to say 'no' and keep your friends." A group of teenagers present situations in which young people are faced with the problem of standing against social pressures and still maintaining status with their group. The participants in the film enact situations varying from instances where it is relatively easy to say, "no," to more complex social situations where undesirable activities may be involved. The techniques employed in the film include the use of a group discussion, the acting out of teenage problems, presentation of suggestions for solving specific problems, and finally, the re-enacting of the situations with suggested solutions. At the end of the film the suggestions are reviewed, and a challenge is offered to the audience to go on with the exploration to find additional solutions to teenagers' problems. This film, designed for high school guidance, serves as a means for aiding the students toward the goal of better social adjustment. R. M. O.

*Feeling Left Out?* 1 1/4 reels. 16 mm sound. Black and white, \$50; color, \$100. Educational Collaborator: Paul H. Landis.

This film illustrates the teenager's drive for social acceptance and his desire to belong to the social group of his peers. It presents a case history of a boy who feels left out because he is not a member of a special clique in his high school. His efforts to join the clique are repeatedly rebuffed, and he in turn rebuffs others outside of the special group who try to be friendly to him. When he finds himself completely left out, a helpful teacher suggests alternate methods for solving his problems. The boy finally realizes it is better to concentrate upon making friends with individuals



wherever he finds them than to try to get into the clique. In order to insure realism, the film was photographed in a high school. Students are shown in the school gymnasium, cafeteria, classrooms, and corridors. The film is designed for use in high school or junior college classes in personal and social guidance, for clubs, and for youth groups. It provides much material to challenge group discussions of the problems of young people who feel left out.

R. M. O.

*Filing Procedures in Business.* 1 reel. 16 mm sound. 10 minutes. Black and white, \$50; color, \$100. Educational Collaborator: Ernest D. Bassett.

Demonstrates operation of a battery of alphabetic files, with emphasis on adequate division of material for easy finding. Method of handling requests and charge-outs for correspondence is shown. Sorting, cross-referencing, and two-period transfer are illustrated. Photography and dialogue are good. The subject merits more time than the ten minutes given to the film. Suitable for high school or college level.

P. M. C.

The following are available from Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois:

*Caribbean.* 2 reels. 16 mm sound. Black and white, \$85.

This film is a new release by the British Information Service. It gives a rapid tour of the British possessions in the Caribbean region. The nature of the land and the activities of the people are well shown. The photography is excellent, but some of the dialogue could be improved. Some may think too much music is included. Usable in the upper grades and at higher levels.

*Mount Rainier.* 16 mm sound. Color. 11 minutes. A Dudley production.

A very beautiful film suitable for middle grades and higher levels. Snowfields, rugged land, beautiful flowers, forest, animal life, and other scenes are shown. The photography and dialogue are excellent.

F. K. B.

*Library Story.* 1 reel. 16 mm sound. 15 minutes. Color, \$120. Produced by Milan Herzog. Educational Collaborator: Margaret I. Rufsvold.

The modern public library appears as the community's intelligence center to which the citizen turns when he needs materials for research or for recreation—not only books but also any other media of communication, such as pictures, records, and films; as an agency which provides not only for the particular needs of individuals but also for the needs of groups identifiable by age, or by other distinct characteristics. There is, for instance, a room set apart for the teenager, and we find that special provisions are made for the blind. The local public library is viewed as a unit in the library network covering the nation and it is made clear that the public librarian, to give complete service, will obtain from other libraries on inter-library loan materials not in his own library. Authenticity is assured by providing the very attractive Wilmette Public Library as a setting for the film. The two leading roles in the film are played by radio and TV performers, Carmelita Pope and Peter Collins. The film which weaves together, necessarily in compact form, the most important phases of modern library service, could serve as an effective teaching device for an audience of teenage and adult library users.

F. V.

The following are available from the McGraw-Hill Book Company, Text Films Department, 330 West 42nd Street, New York 36, New York:

*Peoples of the Soviet Union*, Revised Edition. 33 minutes. Black and white, \$150. An International Film Foundation film. Edited and narrated by Julien Bryan.

This film constitutes a revised edition of the war-time production on the Soviet Union. It contains an excellent, up-to-date narrative which is clearly expressed, and holds political comment to a minimum except where pertinent to specific scenes. The pictures were actually filmed during the years 1930-1937 and represent more than 150,000 miles of travel by American cameramen. However old the scenes may be, they are not objectionable and in many instances are typical of the present day U. S. S. R.

The production opens with a general orientation of the Soviet Union and its neighbors. Comparison of areal size with the United States is achieved by means of a map overlay which in turn is followed by a series of map sketches depicting regions to be covered. Beginning with Moscow, a rapid analysis is made of the people inhabiting the various regions. Emphasis is placed upon the cultural and ethnic variations of the many peoples, especially their folk dances, languages, and facial characteristics. Some unique regional variations of agriculture and other occupations are shown as well as some of the religious backgrounds of the different groups. The care and training of small children receives special attention even to the inclusion of children's literature.

A few weaknesses are observable in the film. First, there are noticable gaps in the regional pattern as the Far Eastern Provinces and the bulk of the central portion of the U. S. S. R. are not shown, hence little is shown of the Great Russian peoples themselves; second, there exists a misleading sequence of views on Siberia in which the vast taiga and tundra belts are omitted; and third, there is a lack of comparison to other areas of the world in regard to various economies, such as agriculture, mining, and manufacturing.

The over-all quality of the film is good. The musical background is pleasant, varied, and typical of the various peoples. The voice of the narrator is clear and precise in expression. Much supplemental material should be added if the film is to be used as part of a study of the geography of the U. S. S. R. It should be of value for high school and college students as well as adult classes.

D. B. E. and V. W. B.

*Artisans of Florence.* 16 mm sound. 20 minutes. Black and white, \$100. An International Film Foundation film. Produced and narrated by Julian Bryan.

This film emphasizes the modern apprenticeship system of Florence. It shows scenes of life at the Florence Institute of Art and demonstrates techniques in enameling, sculpturing, and leather working. The family life of a master silversmith and his relationship to his farm-dwelling apprentices is pointed out. The film culminates in scenes of a rural grape festival. This film is well done but its utility is dependent upon careful orientation to the total socio-economic environment. It is not adequate by itself as a picture of modern Italy or even Florence. It is best suited for use at the high school level.

D. B. E.

*Motivating the Class.* 16 mm sound. 19 minutes. Black and white, \$95. Produced by McGraw-Hill, 1950, to supplement the textbook *Psychology in Education* by Sorenson.



The film presents the failure and success which a young, beginning teacher experiences in the use of two types of approach to the teaching of mathematics to a typical high school class. The frustrations which both the teacher and the students suffer when an academic approach is used are contrasted with the satisfactions which result when the introduction is changed to utilize the everyday interests of the students. The classroom situations are plausible. Acting, speech, and lighting are very satisfactory. The film could be used to advantage early in student teaching programs and in in-service classes with beginning teachers.

M. T.

*American Harvest.* 16 mm sound. 29 minutes. Free, except for transportation charges. Available from the Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan.

Through the use of color, sound, and motion the viewer is taken on a fabulous thirty minutes nation-wide tour of the miracle of America, which he could not realize in months or even years of well-planned travel. This film develops the theme of the interdependence of all citizens of the United States, whether living in rural, small town, or metropolitan environments; the daily activities of farmers, ranchers, miners, lumbermen, chemists, and skilled workers in large industries are interwoven very clearly so as to clinch the dominant theme. Particular attention is given to the cotton industry, demonstrating the most modern methods; the open pit iron ore mining industry; and the lumber industry. The latter is highlighted by the felling of a huge California redwood tree. The film reaches an exciting peak with a series of vivid scenes from the automobile industry, wherein the production of an automobile is depicted step-by-step, from the rolling of the hot metal to the rolling of the car from the assembly line. This vivid, thrilling, and accurate film is suitable for use from upper elementary grades through the adult level.

G. W. C.

#### FILMSTRIPS

The following are available from the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois:

*Your Future in the Metal Trades: Machine Shop Occupations; Auto Mechanics Occupations; Foundry, Forging, and Heat-Treating Occupations; Welding Occupations; Airplane Mechanics Occupations; Railroad Shop Occupations; and Other Metalworking Occupations.* Seven filmstrips. Black and white.

This series provides a simple approach to the parallel school problems of educational and vocational guidance in terms of the basic kinds of job opportunities in the metal working trades. Each strip follows the same format: the kinds of products made and materials worked with, typical machines used, and a brief discussion of appropriate common job titles. Recommended for review for possible use in elementary and secondary school guidance personnel, classes in career study, and classes in related metal shop areas.

D. J. B.

*Your Future in the World of Work.* Seven filmstrips. 377 frames. Black and white. Directed by John L. Feirer.

These filmstrips, varying in length from forty-nine to sixty frames, may be used individually or as a series. One of their better aspects is the ten thought-provoking questions included at the end of each one; they can be used to stimulate discussion, as content for testing phrases, or as a general outline for the material. Several of the filmstrips contain bar graphs depicting the number of men and women workers employed in various fields, based on Bureau of Labor Statistics figures of 1950. The general terminology and content is directed at the high school level or lower, whereas some of the factual data presented plus the questions at the end of each filmstrip could very well be utilized at a higher level. They are divided into four different aspects of the world of work: Exploring the World of Work, Selecting Your Life Work and Preparing for It, Getting a Job, and Getting Ahead in Your Job.

*Exploring the World of Work, Part I,* covers many of the areas in the professional and semi-professional, and administrative work groupings.

*Exploring the World of Work, Part II,* covers clerical, service, and sales occupations; bar graphs depict the various numbers of male and female workers in specific jobs.

*Exploring the World of Work, Part III,* covers trade and industrial occupations, farm occupations, and the armed services.

*Selecting Your Life Work and Preparing for It, Part I,* attempts to portray the importance of aptitudes, interests, personality, and various ways of finding aptitudes and interests.

*Selecting Your Life Work and Preparing for It, Part II,* discusses things to think about when selecting an occupation, such as goals, education and training, financial return, location, working conditions, promotion, and where to secure your education and/or training.

*Getting a Job* includes how to locate job opportunities, steps in applying for a job, what to do in an interview, how to write a letter of application, and how to follow up on job opportunities. It also contains a good summary in addition to the ten questions for discussion contained in all seven of the filmstrips.

*Getting Ahead in Your Job* shows how to hold a job and win a promotion.

J. W. J.

*Your Dictionary and How to Use It.* Six filmstrips in color. 209 frames. By Devona M. Price and Kathryn Mulryan. Illustrated by Doris White and Shirley Kifer.

This series is a clear, lively, and colorful introduction to the dictionary. Although designed primarily for grade school pupils it can be used with profit for high school students, especially those in remedial English classes. The series is marked by a logical, progressive arrangement of the various dictionary skills, a wide variety of practical exercises, many useful quizzes, and handsome illustrations executed in bright colors.

*You Can Find Words Easily.* 32 frames. Introduction to the dictionary, acquainting student with its general format and special sections, and showing devices for finding words quickly.

*First You Find It; Then Define It.* 31 frames. Explanation of use of guide words and demonstration of the fact that a single word may have many meanings. Helps student develop exactness in choosing precise meaning.



*Who's Mispronouncing?* 39 frames. Demonstration of use of simple pronouncing key through use of simple, diversified, and interesting examples.

*The Vowel, Backbone of the Syllable.* 40 frames. Instruction in the long and short sounds of vowels, recognition of and practice on accenting one-, two-, and three-syllable words. Many useful quizzes.

*Words and Their Ways.* 33 frames. Culmination of previous explanations and exercises, to be used when student has acquired proficiency in managing the dictionary. Demonstration of the importance of fully understanding the meaning of a word and the importance of the dictionary as a tool for learning how to find the definition that clarifies the meaning of a word.  
H. C. K.

Christmas filmstrips, Holiday Series:

*A Christmas Carol.* 51 frames, 2"x2". Color, \$7.50. Adapted by Margaret Bradfield from Charles Dickens' *Christmas Carol*. Illustrated by Carlos Lopez.

Although intended for all groups, it will be enjoyed especially by children from third grade up. The attractive pictures make this strip a useful addition to the school collection.

*The Night before Christmas.* 28 frames, 2"x2." Color, \$5.00. Illustrated by W. L. Nash.

Moore's familiar poem presented in alternating frames of pictures and words. Since this strip is intended for the primary grades, subtitles would be preferable to the frames of words alone.

*The First Christmas.* 45 frames, 2"x2." Color, with manual, \$6.50. Junior high school to adult.

The story of the Nativity from the Annunciation to the presentation of Christ in the temple. The story is introduced and concluded by half a dozen frames giving the text of "It Came Upon the Midnight Clear" and "O Come All Ye Faithful" with pictures suggested by the verses. A simple presentation of the first Christmas with subtitles from the gospel account would be preferable to this version. A manual accompanies the strip.

*Rudolph, the Red-Nosed Reindeer.* 40 frames, 2"x2." Color, \$6.00. Illustrated by W. L. Nash.

Children in kindergarten to fourth grade will enjoy repeating the lyrics as they watch the brightly colored pictures. A reading script of the complete poem accompanies the strip. The R. C. A., Paul Wing, recording of the poem may be used in conjunction with the filmstrip.

*Anderson's Fairy Tale Series.* Illustrated by the Danish artist, Paul Lorentz. For the intermediate grades.

*The Little Match Girl.* 25 frames, captioned. Color, \$5.00.

*The Fir Tree.* 22 frames, captioned. Color, \$5.00.

The recent film on the life of Hans Christian Anderson has increased interest in his tales. Children will want to see these enchanting stories over and over regardless of the season. Illustrations are excellent.

*The Littlest Camel.* 45 frames. Color, \$10.00.

The story of the first Christmas as told by the camel. Supplementary musical background and records are available. Young children will enjoy a few quiet moments listening and watching this simple story during the Christmas season.  
M. J. K.

#### SLIDES

*A Visit from St. Nicholas.* 15 slides in Ready-mounts. With manual, \$7.25. Available from the Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois.

Uses the same illustrations as the Society for Visual Education filmstrip, *The Night Before Christmas*, but without the text of the poem. Preferable to the filmstrip for use in the primary grades.  
M. J. K.

## NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

AMERICAN VOCATIONAL ASSOCIATION — The forty-seventh annual convention of the American Vocational Association will be held in the Conrad Hilton Hotel, Chicago, November 23-28, 1953. Hobart H. Sommers, Assistant Superintendent of Schools in charge of Vocational Education, is the General Convention Chairman. His office is at the Chicago Board of Education, 228 North LaSalle Street, Chicago 1, Illinois, where information may be obtained concerning convention details. Dr. Sommers is collaborating with Dr. M. D. Mobley, AVA Executive Secretary, Washington, D. C., in the preparation of the convention program. Facilities will be available for scheduling the largest commercial exhibit in the history of the associa-

tion. More than 150 booths will be packed with educational and industrial data and merchandise.

AMERICAN EDUCATION WEEK — The thirty-third annual observance of American Education Week will be held during the week of November 8-14, 1953. The central theme in this year's visit-your-schools program will be "Good schools are your responsibility." Suggested daily topics keyed to the theme are:

Sunday, November 8:  
Moral and Spiritual Foundations

Monday, November 9:  
Learning the Fundamentals

Tuesday, November 10:  
Building the National Strength



Wednesday, November 11:  
 Preparing for Loyal Citizenship  
 Thursday, November 12:  
 The School Board in Action  
 Friday, November 13:  
 • Your Child's Teachers  
 Saturday, November 14:  
 Parent and Teacher Teamwork

Suggestions and assistance for local groups planning American Education Week programs may be obtained by writing to American Education Week, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

**BOOK-OF-THE-MONTH CLUB** — To encourage kindergartners and elementary school pupils to own and read good books, the Young Folks Book Club has set up a reading program similar to the Book-of-the-Month Club. Each month four books are sent to the school librarian. Pupils may examine the books and decide whether they want to buy them. Selections are pretested for different age levels. Further information may be obtained by writing to the club at 1078 St. John's Place, Brooklyn 13, New York.

**DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE** — For the first time since its transfer from the Department of Interior in 1939, the U. S. Office of Education is once more lodged in a government agency with Cabinet status. While this change in government structure does not go so far as the proposal advanced by the National Council of Chief State School Officers, the National Education Association, and other important educational groups to establish the Office of Education as an independent agency under a National Board of Education, it may be that conversion of the Federal Security Agency into a Department of Health, Education, and Welfare headed by a secretary of cabinet rank will increase the prestige of the office and its influence throughout the nation, as well as strengthen its voice in the government.

Creation of the Federal Government's tenth department was accomplished through these provisions:

1. All functions of the Federal Security Administration were transferred to the Secretary of Health, Education, and Welfare.
2. All agencies of the Federal Security Agency, together with their respective functions, personnel, property, records, and unexpended balances of appropriations, allocations, and other funds, were transferred to the new department.
3. In the interest of economy and efficiency, the department's secretary is authorized to establish central administrative services in the fields of procurement, budgeting, accounting, personnel, library, legal and other services, and activities common to the several agencies of the department, to effect such transfers within the department of

the personnel, property, records, and funds available for use in connection with administrative-service activities as the secretary may deem necessary, provided that no professional or substantive function vested by law in any officer shall be removed from the jurisdiction of such officer.

4. The Federal Security Agency, the offices of Federal Security Administrator and Assistant Federal Security Administrator, the two offices of assistant heads of the Federal Security Agency, and the office of Commissioner for Social Security as formerly constituted are abolished.

**FIFTIETH ANNIVERSARY OF POWERED FLIGHT CONTEST FOR TEACHERS** — This contest involves the selection of the classroom teachers from each state who, during the year December 17, 1952, through December 17, 1953, have done the best work in the preparation and/or use of instructional materials for aviation education and awarding to those individuals a three-day all-expense free air trip to Washington, D. C., to attend the Wright Memorial Fiftieth Anniversary Dinner on December 17, 1953. Winners will also tour the Nation's capital, visit Air Force, Navy, civilian aviation facilities to see and learn about the latest advancements in aircraft and electronic navigational aids, as well as participate in stimulating discussions on aviation education led by recognized leaders from education, industry, and government. Four awards will be made in each state, one for each of the following grade levels: primary, intermediate, junior high, and senior high.

Any person enrolled as a professional educator, or enrolled in an accredited school of education, is eligible. Material submitted may be in the form of teaching units, resource units, scripts for radio, TV programs, audio-visual aids, narrative reports of classroom or community experiences, plays, or brief aviation stories, factual or imaginative. No limit is placed upon the number of items that may be submitted by a contestant.

The contest opens September 1, 1953, and continues through November 17, 1953. Winners will be announced no later than December 8, 1953. Applications for entry in the contest and free copies of material on Aviation's Golden Anniversary may be obtained from The National Committee to Observe the Fiftieth Anniversary of Powered Flight, 1405 G Street, N. W., Washington 5, D. C.

**FORD FOUNDATION** — The 1952 annual report of the Ford Foundation disclosed grants totaling \$37,865,235. The major portion, \$22,065,232, went for educational projects and \$11,537,361 for efforts to improve world peace. There also were grants to other projects seeking to further goals selected by the foundation trustees in 1951. These include \$1,289,000 for programs to strengthen free institutions; \$627,463 for activities designed to improve the general economy; and \$2,094,800 to



advance knowledge of human behavior. There were a total of 113 grants, in addition to fellowships and grants-in-aid. Of the total for educational purposes, \$12.5 million went to the Fund for the Advancement of Education for projects in institutional education, and \$8.6 million to the Fund for Adult Education.

The foundation assisted, with funds, the efforts of several nations, particularly in southern Asia and the Near East, to seek improved economic stability and better living conditions. The foundation also made available \$2.9 million to help find a solution to problems of more than ten million refugees in Western Europe. Another project, sponsored by the American Society of Newspaper Editors and the International Press Institute, received \$225,000. The project will seek ways to improve the flow of news into and out of the United States.

**LOCKHEED AIRCRAFT CORPORATION** — Fifteen colleges and universities have been selected to participate in the newly established Lockheed Leadership Fund. The Lockheed Corporation will provide twenty four-year scholarships annually to some of America's most deserving high school leaders. Each of the fifteen schools will annually administer one new leader-scholarship. Seniors in public, private, or parochial high schools are eligible in nation-wide competition; five additional annual awards will be reserved for sons and daughters of Lockheed employees. Science and engineering scholarships will be offered at California, Carnegie, Georgia, and Massachusetts Institutes of Technology; North Carolina, Purdue, and Stanford Universities; Michigan State College; and Rensselaer Polytechnic Institute. Scholarships in non-engineering, such as business administration, industrial relations, and cost accounting will be available at Emory, Harvard, Northwestern, and Southern California Universities, and at Pomona College.

**NATIONAL COUNCIL FOR THE SOCIAL STUDIES** — The thirty-third annual meeting of this organization will be held in Buffalo, November 26-28. This year the National Council of Geography Teachers will meet jointly with the National Council for the Social Studies. Both groups will feature an extensive exhibit of social studies teaching materials and aids to teaching. Headquarters will be at the Statler Hotel. All requests for room reservations should be sent directly to the hotel.

**THE MIRACLE OF BOOKS**<sup>1</sup> — Included in the midsummer planning for a Chicago book fair for boys and girls, to be known as "The Miracle of Books," at the Museum of Science and Industry next fall are tentative schedules for group visits from schools throughout the Chicago area.

Approximately 2,000 books for children are to be displayed from Saturday, November 14, through Sunday, November 22, under the joint sponsorship of the *Chicago Tribune*, the Children's Book Council, and the Museum of Science and Industry.

The books will be arranged on low, eight-foot display units in two large rooms on the first floor of the west wing of the museum which is located in Jackson Park at 57th Street. Traffic movement through these two rooms is being analyzed in conjunction with the scheduling of group visits to assure availability of "The Miracle of Books" to a maximum number of children without overcrowding the area.

Personal appearances by authors and artists are expected to be a part of the book fair, and appropriate related exhibits will occupy the spaces between the book display units. Panels down the center of each room will provide wall areas where charts, maps, pictures, and other material relating to books can be shown. Low benches along these panels will accommodate children who want to rest and look at books which interest them.

Members of an over-all advisory committee which is working with the three sponsors in planning details of the book fair include Robert Bangs, manager of the book department of Marshall Field and Company; Miss Mildred Batchelder, executive secretary of the public librarians' branch of the American Library Association; David Busse, sales manager of A. C. McClurg and Company; W. J. Byrnes, manager of promotion and publicity of the *Chicago Tribune*; Mrs. Rachael De Angelo, executive secretary of the school librarians' branch of the American Library Association; Miss Marion Dittman of the Chicago Book Clinic; Miss Polly Goodwin, children's book editor of the *Chicago Tribune*; Miss Gertrude E. Gescheidle, chief librarian of the Chicago Public Library; Mrs. Ruth Harshaw, director of the Carnival of Books; Carl A. Kroch, president of Kroch's Bookstores, Inc.; Mrs. T. H. Ludlow, president of the Illinois Congress of Parents and Teachers; Mrs. Dilla W. MacBean, director of the Division of Libraries of the Board of Education; Daniel M. MacMaster, director of the Museum of Science and Industry; Mrs. Esther Meeks, incoming president of the Children's Reading Round Table; Mrs. Lucille Pannell, incoming president of the Women's National Book Association; Noble J. Puffer, Cook County superintendent of schools; Miss Myrtle Stahl, educational director of WGN, Inc.; the Reverend S. C. Stoga, assistant superintendent of education of the Catholic Archdiocese of Chicago; and Mrs. Helen H. Watts, chairman of the Book Week Committee of the Children's Book Council.

<sup>1</sup>Courtesy of Ken Clayton of the *Chicago Tribune*.



# PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"We Must Not Make It Seem Like Criticism." By H. Clay Jent. *Progressive Education*, April, 1953.

Discipline, guidance, and classroom management take on almost as many and varied definitions as does the idea of democracy in the classroom. To some, the democratic approach means permissiveness; to others, the will of the majority. Another group may not be certain just what is meant, but infers that kindness is the theme. Professor Jent holds that democratic procedures in the school imply no special privilege in determining rules of conduct. Equality of opportunity exists to participate in rule making, but the rules thus adopted are to be applied equally to all.

"The Success Emphasis in American Education." By L. W. Michaelson. *Education*, April, 1953.

In America the idea of the success story and getting ahead has been accepted as a commendable inspiration for youth. A question is raised, however, concerning the great degree of emphasis placed on success itself without the necessary stress on developing the attendant skills and craftsmanship essential to reach such lofty objectives. Many youngsters now expect large rewards without the exertion of commensurate effort. Those who fall short in finding the pot of gold very often become the failures who tried too much rather than too little.

"Some Poor Readers Have Emotional Problems." By Helen M. Robinson. *The Reading Teacher*, May, 1953.

Reports from reading clinics and from research studies indicate that upwards of 75 per cent of the poor readers have emotional disturbances. Some contend that reading difficulties are but one of many symptoms of maladjustment; in any event it is necessary that emotional involvement be taken into account in any remedial reading program. Although it is not possible to generalize the reasons for these failures, due to their complex nature, the author gives specific examples to illustrate the scope and beginnings of some of these involvements. A section devoted to therapeutic techniques is most helpful for the teacher seeking concrete procedures. This fine presentation is concluded with a discussion of the merits of prevention versus correction.

"Student Teachers Look at Student Teaching." By Monroe Cohen *et al.* *Childhood Education*, May, 1953.

An excellent analysis is made of the problems confronting the teacher-candidate exposed for the first time to the bewildering demands of the classroom. The role of the critic teacher as well as that of the visiting supervisor is shown to be all-important in contributing to the ultimate success of the experience. Conflicts resulting from differences in educational philosophy, methodology, and background serve as a basis for some fine recommendations aimed at the college as well as the co-operating practice schools.

"More Preparation No Panacea." By Chris Carnahan. *Phi Delta Kappan*, May, 1953.

The writer assents to the requirement of a college degree as a minimum qualification for any teacher, but feels that additional formal preparation does not necessarily result in a better product. At the level of the secondary school, the instructor with intensive preparation in a single area is in possession of knowledge rarely tapped by his students. Thus, the value of post-graduate work in a single field is sincerely questioned. A better case, however, is made for extensive rather than intensive education. Here, the diverse background tends to make a well-rounded individual. Even this approach is not considered to be the whole solution for producing better teachers. Several suggestions point in the direction of improved communication and integration between schools at all levels and with the community and the teacher.

"What Is A Qualified Teacher?" By Another Rail-Sitter. *The British Columbia Teacher*, April, 1953.

Although the writer's name is withheld, the matter presented might have been authored by any one of several thousand persons in the teaching profession. There is general agreement that the most important qualifications of a good teacher are matters of personality, including such elements as patience, perseverance, and tact. Yet, in practice, members of the profession are classified salary-wise and selected for jobs with the greater emphasis placed upon pure academic education. Many logical arguments are advanced to support the position that degrees are not important, but it is suspected that more subtle issues are involved.



Actually, the reader is left with the feeling that while the "Rail-Sitter's" position is not quite defensible, certain of the points advanced have merit for inclusion in any effective teacher-rating plan.

"How Can We Upgrade the Teaching Profession?" A Symposium. By Mary LeMay *et al.* *Illinois Education*, May, 1953.

The question is certainly not new, and fortunately something is being done to raise the status of teaching to its rightful place among the other professions. However, a great deal of work remains to be accomplished before the objective is attained. This symposium presents the views and suggestions of the teacher, the administrator, the recruiter, the teacher trainer, and the future teacher. It is effective and revealing to examine the several facets of this problem as seen through such different eyes. Some of the proposals advanced may supply the much needed answers.

"The Federal Security Agency Attains Cabinet Rank." By Elaine Exton. *The American School Board Journal*, May, 1953.

The conversion of the Federal Security Agency into a department of health, education, and welfare markedly increases the prestige of its Office of Education, but it has still other important implications. Everyone connected with teaching, supervision, and administration will benefit from the explanation of the provisional organization of this new department. The recommendations for setting up a lay advisory committee on education as well as the controls and safeguards proposed to Congress clarify much concerning the scope and responsibilities of Secretary Hobby's new post.

"School Administration Reaches Adolescence." By Byron H. Atkinson. *The American School Board Journal*, June, 1953.

Contrary to the popular concept, school administration is a relatively young profession—slightly over one hundred years of age, in fact. Tracing the growth of this aspect of school organization provides better understanding of contemporary objectives. The article is thorough yet succinct in its treatment, and presents some little-known ideas in this field.

"How to Plan and Run A Conference." The Tool Kit by Robert A. Luke *et al.* *Leadership*, May, 1953.

Untold hours of endeavor go into the organization and execution of conferences and conventions of any size and scope. Some of these are successful, while others involving as much expenditure in energy and time are failures. What makes the all-important difference? How can you

be sure that your get-together will accomplish its objectives? "The Tool Kit" has most of the answers and in understandable and usable form. Setting up objectives, planning the event, running the show itself, and the post-conference follow-up are all aspects that are considered in detail. Here is an article deserving a place in your permanent file.

"So You Think You Have an A-V Program?" By David P. Barnard. *The Clearing House*, May, 1953.

Does your school have units of audio-visual equipment that have been in disrepair for prolonged periods of time? Do you utilize the regular classroom for A-V purposes, or are schedules devised for that one special projection room? Is the whole pupil group invited to the auditorium or gymnasium each week to view an hour's screening of films that just happened to arrive from the distribution center? These and a number of additional queries will enable you to evaluate your own program from a realistic point of view.

"Mass Information or Mass Entertainment." By George Gallup. *Vital Speeches of the Day*, May 15, 1953.

Pollster Gallup makes the charge that "one of the real threats to America's future place in the world is a citizenry which daily elects to be entertained and not informed." Part of his evidence is based upon the programming offered through the medium of television and radio—two well-known video shows command the attention of more fans than do the combined totals of all the other educational and informational presentations on TV. The patronage of libraries and the reading of books is found to be distressingly low in this country. In proportion to population, Denmark has approximately forty times the book store facilities for its people than exists in the United States. Ignorance of vital political and economic issues among the populace is revealed in the numerous polls conducted. As a remedy Gallup suggests a re-direction in educational emphasis toward the years after the individual leaves school, to make education really continuous throughout life. He looks to the teachers for this leadership.

"The Case Against High School Physics." By Paul DeH. Hurd. *School Science and Mathematics*, June, 1953.

Physics is the most likely subject to be eliminated from the high school curriculum within the next decade. This startling prediction is well substantiated by evidence in the form of statistics showing a progressive and rapid decline in courses offered and students enrolled between 1895 and 1947. The point is made that very little change in content or method has been made in this area during the last half-century and that contemporary



problems call for something with more definite application to everyday living. The subject, as such, has lost its place in the college as well as the high school. Various types of physical science courses, such as generalized science, consumer science, industrial science, vocational science, practical science, and world science have been implemented as more worthy successors.

"Child-Centered Physical Education." By Dana E. Clark. *Journal of the American Association for Health-Physical Education-Recreation*, June, 1953.

A smoothly functioning program of physical education is not necessarily one that is worthwhile or advancing toward desirable goals. Perhaps "busy-work" and the daily routine supplant true objectives and adequate perspective. Major examples of this is the undue emphasis placed on the development of winning varsity teams and the teaching of subject-matter rather than the teaching of individuals. Considerable time and effort is given to teaching and measuring general motor skills and abilities and this is held to be valid, but the vital problem of social adaptation of the individual is sorely neglected. To correct this deficiency, a three-point approach is suggested: take a stand against exploitation, think more philosophically in program planning, and recognize the true place of physical education in the total scheme.

"This They Believe." By Vivian Weedon. *Safety Education*, May, 1953.

The results of a safety survey among children in the fifth and sixth grades reveal the prevalence of grave and dangerous misconcepts concerning frequently recurring situations. Over half of the fifth graders believe that a bullet can not go off unless it is fired from a gun, that you should always run for water if your clothing catches fire, and that bicycle riders should ride on the left side of the road to be safe. Some forty additional erroneous concepts are listed. Teachers are advised to identify such ideas held by their pupils to assist in the organization and selection of material and experiences for instruction in the areas of health and safety.

"Motivations in the Choice of Teaching." By Isobel Willcox and Hugo G. Beigel. *The Journal of Teacher Education*, June, 1953.

Critical teacher shortages over the nation provide impetus for stepped-up recruiting drives. Understandably, the emphasis has been upon

attracting large numbers of candidates to the profession. Selection, qualitatively, has received minor attention. The results of the study presented in this article attempt to partially answer two questions: (1) Why do people enter the teaching field? (2) Do the reasons determining this choice suggest that these students will make good teachers? Some of the conclusions drawn reveal that teaching is selected more frequently on the basis of emotional needs rather than intellectual interest; that the "learned reasons" for selecting the field of education should not be accepted at face value; and that existing personality tests as well as others yet to be developed should be employed to select trainees on a more valid basis.

"The Federal Trade Commission." By Stanley E. Cohen. *Advertising Age*, July 6, July 13, July 20, 1953.

An authoritative and comprehensive series of articles dealing with a vital government agency is presented in a form usable in social studies and civics classes generally. Graphs, charts, illustrations, and a wealth of absorbing background material and case reports reflect the seasoned experience and scholarly research involved in the presentation. Here is an opportunity to dispel the many popular misconceptions concerning the function and authority of this important control unit.

"How Do We Motivate Students for a Greater Interest in the World Community?" By G. W. Diemer. *School and Society*, July 11, 1953.

The startling examples of the effects of advanced technology upon the world, as reported by the writer, make a powerful case for greater and immediate interest in the world community. Travel-wise, Chicago is now shown to be nearer to Moscow than it was to Peoria a hundred years ago. Similarly, if the world could be represented by a globe six feet in diameter at the time of the American Revolution, it would have been represented by a basketball at the time of World War I; today the comparative size would be that of a golf ball. Assuming that this developmental pace continues, the distances between nations will soon be, in effect, microscopic. Thus, the local community becomes the world itself, and this view is further substantiated by man's interdependence. It is held, however, that world community does not mean world government nor one-world citizenship. Rather, the brotherhood of man is the theme suggested as the solution.



# BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

## IMPORTANT NEW BOOKS

Contributors to this section are Jene Barr, Martin Brauns Jr., Vernon W. Brockman, George E. Butler, Joseph Chada, Louise E. Christensen, Jeanne Connelly, William J. Dempsey, Henrietta H. Fernitz, Frances H. Ferrell, Herman J. Fischer, Russell A. Griffin, Rene K. Gruenberg, Emily M. Hilsabeck, Elgin F. Hunt, Louise M. Jacobs, Elmer Kennedy, Philip Lewis, Jacqueline M. Krump, Marian Lovrien, Melvin M. Lubershane, Charles R. Monroe, Teresa O'Sullivan, George L. Pate, Blanche B. Paulson, Seymour Rosofky, Eloise Rue, Evelyn Slater, Irwin J. Suloway, Robert Walker, Rosemary Welsch, Dorothy E. Willy, and Gus Ziagos.

### FOR TEACHERS AND SUPERVISORS

*Electronics Everywhere.* By A. M. Low. 210 Madison Avenue, New York 16, New York: The John Day Company, 1952. Pp. 191. \$2.50.

This English author has long been known for his ability to popularize scientific inventions and developments. Treating recent innovations in electronics in an absorbing and non-technical manner, the layman is introduced to such modern miracles as radar, electron calculators, the electron microscope, induction heating, and nuclear fission. In addition, the general related fields are exploited in a stimulating manner as potentialities for future advancements are envisioned. P. L.

*Mitography.* By Albert Kosloff. 524-544 North Milwaukee Street, Milwaukee, Wisconsin: The Bruce Publishing Company, 1952. Pp. 134. \$3.25.

Using a newly coined term, mitography, to describe more adequately the art and craft of screen process printing, the author develops the thesis that this medium has come of age in its own right. Adequately illustrated, the "How-To" sections provide detailed information for local construction of practical, low-cost duplicating units. The versatility of screen printing suggests almost unlimited applications for school purposes. Conventional cut-film, washout and blockout methods are presented along with the more recently developed techniques of photographic screen printing processes. P. L.

*The Role of the Teacher in Personnel Work*, Fourth Edition, Revised and Enlarged. By Ruth Strang. 525 W. 120th Street, New York 27, New York: Bureau of Publications, Teachers College, Columbia University, 1953. Pp. 491. \$3.75.

In this new revision, Miss Strang has intensified the practical value of her standard work by increasing the number of examples of working situations and of unmet needs. By clearly defining how a teacher participates in guidance, the author provides concrete help to the sympathetic teacher and persuasive material to stimulate the unconvinced teacher that she can and does have a part in a guidance program. It is recommended reading for all of us. B. B. P.

*Effective Public Relations.* By Scott M. Cutlip and Allen H. Center. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1952. Pp. 502. \$5.25.

A comprehensive, analytical study of the modern role of public relations. The approach is both theoretical and

practical, with many concrete illustrations from real life situations. It is an integrated, factual study of the many ramifications of public relations in our democratic society. All classes of people will find this an interesting, thorough, and revealing presentation of a subject so little understood. More adequate programs of public relations are urgently needed in our schools today. E. K.

*Creative Dramatics for Children, a Practical Manual for Teachers and Leaders.* By Frances Caldwell Durland. Yellow Springs, Ohio: The Antioch Press, 1952. Pp. 181. Paper bound, \$1.50; cloth bound, \$2.75.

Aimed at inexperienced groups, this encouraging book serves as an outline and case study of successful creative teaching. Its prose style and organization details are below par, but it is decidedly helpful to persons experimenting in creative techniques in all subject areas, with children from any social strata. Its economy, approach, and answers to many enigmatic problems make it very useful. R. W.

*The English Language Arts.* The Commission on the English Curriculum of the National Council of Teachers of English, Dora V. Smith, Director. 35 West 32nd Street, New York 1, New York: Appleton-Century-Crofts, Inc., 1952. Pp. 501. \$3.75; \$2.25 to NCTE members.

This book, the first of a five-volume series, represents the combined thinking of two hundred specialists concerning the general aims and methods of the teaching of English from first grade through graduate school. As such it is undoubtedly the most significant book in the field since the *Experience Curriculum in English* of 1935.

It differs from the earlier volume in its primary aim. Whereas the *Experience Curriculum* centered its program around the integration of the learning of English skills into children's experiences—and necessarily so—*The English Language Arts*, accepting the earlier emphasis as *method*, promulgates as the purpose of English instruction "meeting the needs of each individual learner and the demands of society upon him." To do this requires broadening of earlier concepts of the scope of the language arts to include, for example, more speech activities, training students to listen effectively, and instruction in the intelligent use of the mass modes of communication. The volume is full of suggestions for so broadening the English program. And it is equally useful to the teacher who asks, "Why worry about the



newer ideas when we haven't yet learned to teach the basic skills effectively?" For the Commission does not ignore the basic skills nor feel that they should be purely incidental. Rather it indicates why we have so often failed in these areas and offers concrete functional approaches to the teaching of necessary skills.

Obviously there are parts of the volume which will provoke controversy. There will be those who think the Commission has gone too far and those who think it has not gone far enough. Yet both groups are likely to agree that *The English Language Arts* is the single volume indispensable for the curriculum-maker and the teacher who wants to know in what direction English instruction is headed. I. J. S.

*Reading and Vocabulary Development.* By Christian Oliver Weber. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, Inc., 1951. Pp. 160. Offset, paper-covered, \$2.65.

A workbook suited for individual or class use at the twelfth grade level or in first year college. The combined approach of teaching reading skills and vocabulary to improve reading ability is a sound one. The book is somewhat formidable, however, and this reviewer wonders if it is not pitched too far above the typical college freshman in need of remedial English work. I. J. S.

*Fries American English Series for the Study of English as a Second Language.* Books I and II. By Pauline M. Rojas et al. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1952. Pp. 226 and 268 respectively. \$1.60 and \$1.68 respectively. *Teachers Guide* for Books I and II, 8½"x12". Pp. 261. \$4.00.

Here is an "oral approach" to the teaching of English as a second language to pupils ten- to fourteen-years-old. The units are arranged so that each new element of the language is heard and spoken by the pupil before he does any reading and writing involving it. The linguistic basis for the series is the structural one developed by C. C. Fries; their subject matter derives from the interests of pupils and especially of pupils emerging from a foreign culture. The *Teacher's Guide* is invaluable; it is so thorough as to enable the unspecialized teacher to approach with some confidence and plan the difficult task of teaching English to those who have previously spoken another language. I. J. S.

*Better English, Grades 8 and 9.* By Max J. Herzberg, Florence C. Guild, and J. N. Hook. Park Square, Boston 17, Massachusetts: New York: Ginn and Company, 1952. Pp. 435 and 439 respectively. \$2.56 each.

These additional texts in a new series follow the pattern established for the seventh grade volume (see page 219 of the May-June, 1952, *Journal*). It is now apparent that each book repeats, in different form, much of the information given earlier on a specific topic but goes more deeply into that topic. The fact that the skills of grammar are studied in relative isolation from the communication activities in the book will not rest well with advocates of instrumental or even functional grammar. Otherwise the books hew to a middle-of-the-road path and do so in a sprightly and interesting fashion. Well illustrated, well written. Workbooks and teachers' manuals are provided. I. J. S.

*Art for Young America.* By Florence W. Nicholas et al. 237 North Monroe Street, Peoria 3, Illinois: Charles A. Bennett Company, Inc., 1952. Pp. 292. \$3.20.

A criteria of rhythm, proportion, and emphasis is given for all beautiful objects by the authors, after pointing out that beautiful familiar objects about us—automobiles, animals, etcetera—inherently possess these qualities. Once equipped with this measuring stick, the

student is introduced to non-provoking works in painting, sculpture, and architecture with a few observations on each work; illustrations usually progress from the conventional to the more or less modernistic. The closing pages bring to the student an awareness of himself in the role of creator working in the media of everyday objects, pointing out that he is responsible for the beauty or lack of it in his own surroundings by his selection and arrangement of household objects—furniture, glassware, etcetera. This brings home to the student the fact that art is not an esoteric thing found only in museums, but a way of life. Suggestions are given at the end of each section of the book to help stimulate the student's interest in the subject. The main fault with the book, this writer feels, is that it does not fully tap the imaginative resources found in young students. S. R.

*The Cost and Financing of Social Security.* By Lewis Meriam and Karl Schlotterbeck. 722 Jackson Place, N. W., Washington 6, D. C.: The Brookings Institution, 1950. Pp. 193. \$3.00.

The authors analyze the chief provisions of the Social Security Act and discuss the effects of proposed changes such as the introduction of compulsory health insurance. They believe that the present attempt to apply private insurance principles to social security is unworkable. No real reserve fund is kept, and the ultimate cost of insurance benefits falls, in large part, not on the insured worker but on the general public in taxes or higher prices for commodities. They are also disturbed by inequities of the present system and by the possibility of excessive future costs. The authors would radically change the method of giving coverage for old age. They would provide subsistence pensions for those in need, or perhaps for everybody as a right of citizenship, and finance these pensions out of general tax revenues. This they believe would redress many present inequities and avoid much cumbersome, costly, and unnecessary book-keeping. For retirement incomes above subsistence, people would have to rely on their own efforts. E. F. H.

*Leadership in Recreation.* By Gerald B. Fitzgerald. 67 West 44th Street, New York, New York: A. S. Barnes and Company, 1951. Pp. 304. \$3.50.

This is one of the best of many important books now being published in the field of recreation. Within recent years recreation has emerged as a full fledged profession with its own professional training colleges and its own literature as distinct from physical education. The author describes in detail the status of recreation leadership in the United States; he has accumulated and presents data on salaries, qualifications, and methods of selecting personnel in the various geographical areas of the country. Although designed chiefly as a college textbook for professional courses in recreation, it is of great value to all recreation personnel whose responsibility it is to administer, organize, and lead recreation programs for public and private agencies. H. J. F.

*Guiding Youth in Home Living in the Chicago Public Schools.* By Mary Mark Sturm and M. Ruth Krause. 228 North LaSalle Street, Chicago 1, Illinois: Board of Education, 1952. Pp. 37.

The third in a series of brochures published by the Department of Instruction and Guidance, this pamphlet presents the principles and practices underlying the program of home economics in the Chicago Public High Schools. The objectives and the activities of the three outstanding courses in the program—foods and nutrition, clothing and textile, and home management—are considered in detail. Suggested methods and procedures in teaching put emphasis on modern problems of home living. The basic philosophy underlying home economics, the improvement of family living, underlies the entire content of the brochure. T. O'S.



*Careers in the World of Fashion.* By Frieda Steinman Curtis. 425 Fourth Avenue, New York 16, New York: Woman's Press, 1953. Pp. 268. \$3.50.

This book should serve as an excellent guide for anyone interested in the many opportunities for careers in the field of fashion. Special requirements needed for working in the field of designing, for careers in buying and merchandising, and in fashion promotions as related to news, copywriting, fashion writing, fashion reporting, and fashion co-ordinating are discussed in detail. Practical suggestions for preparing for fashion careers are presented and the names of many schools and colleges offering special courses are included in the text. Case histories of people who have made a success of careers in the field of fashion add to the interest of the book.

T. O'S.

*The Three R's in the Elementary School.* By the Association for Supervision and Curriculum Development of the NEA. 1201 Sixteenth Street, N. W., Washington 6, D. C., 1952. Pp. 152. \$1.50.

This pamphlet restates much with which the alert educator is familiar. Emphasis in presentation rests not on the techniques, but on the philosophy underlying the teaching of the basic subjects and the relationship of this teaching to the development of the child.

R. A. G.

*Developmental Tasks and Education*, Second Edition. By Robert J. Havighurst. 55 Fifth Avenue, New York 3, New York: Longmans, Green and Company, Inc., 1952. Pp. 100. \$1.25.

This short pamphlet tells what developmental tasks are and sets forth the relationship of these tasks to the "teachable moment." Specific tasks are cited—tasks of early infancy through those of adult maturity—and are presented in terms of their nature; biological, psychological, and cultural bases; and educational implications. Easy, interesting, profitable reading.

R. A. G.

*Jefferson Reader.* Edited by Francis C. Rosenberger. Illustrated with fifteen life portraits of Jefferson. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, 1953. Pp. 349. \$5.00.

In the true style of the now popular "readers," this is a book of excerpts in prose and verse describing or commenting upon the various facets of Jefferson's life. More than a score of the selections, in form of letters, accounts, and poems, some of the last bitter and unfriendly, come from the pens of contemporaries. The greater portion of the *Reader* is, however, taken up by selections from comments and interpretations on the "many sided" Jefferson. These include the writings of such men in public office and writers as Abraham Lincoln, Woodrow Wilson, Herbert Hoover, and F. D. Roosevelt, and Thomas Macaulay, Henry Adams, Archibald MacLeish, and John Dewey. Perhaps the most interesting of the selections is the one by Nicholas Biddle of the Second National Bank fame. Though Biddle's financial interests suffered from those who nurtured and applied Jefferson's economic principles, yet he pays homage to his country's third President by labelling his long career as one of "glorious and happy usefulness."

J. C.

*Stories to Dramatize.* Selected and edited by Winifred Ward. Clover Lot, Anchorage, Kentucky: The Children's Theatre Press, 1952. Pp. 389.

A new book by this compiler, well known for her contributions in the field of creative dramatics, is always welcomed; this one is no less worthwhile. It contains the best stories from classic and modern literature particularly suited for dramatization; they are just as suitable for telling. The tales are arranged for four age groups: five to seven years; eight and nine; ten and eleven; and twelve to fourteen. Although this book is intended to be used with the compiler's text on creative

dramatics, *Playmaking with Children*, it too contains chapters on the objectives of creative drama, how to choose suitable material, and how to dramatize a story. The suggestions for dramatizing preceding each story are helpful for the inexperienced teacher. Highly recommended.

L. M. J.

*Substitutes for the Comic Books.* By Constance Carr. 8110 South Halsted Street, Chicago 20, Illinois: The National Council of Teachers of English, 1951. Unp.

This pamphlet, reprinted from *Elementary English*, points out the elements in comic books that attract children and lists better books which contain the same qualities. It contains an excellent discussion on how to introduce these books and gives a comprehensive list for use in the elementary school through grade eight. Not only useful to the teacher, but also an excellent reference to suggest to parents.

L. M. J.

*The Story of Money.* By Stuart Mosher. Buffalo, New York: Buffalo Museum of Science, 1952. Pp. 72. \$1.10.

This reprint of a brief history of coinage, with illustrations from the Knox Collection of Coins in the Buffalo Museum of Science, deserves the serious consideration of upper elementary and high school teachers. This pamphlet, written so simply that a sixth grader could enjoy it, tells the story of currency from the first money in Lydia to the present. Interesting customs and practices of primitive people are related. No better brief introduction to the subject of money is to be found.

C. R. M.

*Share Ownership in the United States.* By Lewis H. Kimmel. 722 Jackson Place, N. W., Washington 6, D. C.: The Brookings Institution, 1952. Pp. 140. \$1.50.

A substantial research project carried on jointly by the New York Stock Exchange and the Brookings Institution is reported in this pamphlet. The stock ownership records of over 3,000 corporations were inspected. Over 15,000 stockowners were interviewed. Expensive and accurate research yielded many conclusions, of which the two most important are: (1) one out of every sixteen persons in the United States owns stock; (2) 55 per cent of those with income over \$10,000 own stock, but only 7 per cent of those with incomes from \$4,000 to \$5,000 own stock. This work is of primary value to college economics classes.

C. R. M.

*America's Wealth.* By Harold G. Moulton. 722 Jackson Place, N. W., Washington 6, D. C.: The Brookings Institution, 1952. Pp. 48.

High school social studies students will enjoy using this pictorial condensation of a serious study of the American economy by the author, which was published recently under the title, *The Dynamic Economy*. Conservative critics of high school civics texts who contend that too many books are "loaded" in favor of the "welfare state" will be pleased with this pamphlet. However, the sound research and factual accuracy on which the material is based, plus the many fine pictures and charts, should make this story of the origins and operations of the American capitalistic system acceptable to most high school teachers, regardless of political bias.

C. R. M.

*A Guide through the District of the Lakes in the North of England.* By William Wordsworth. Introduction by W. M. Merchant. Illustrated by John Piper. Bloomington, Indiana: Indiana University Press, 1952. Pp. 174. \$2.75.

Although this non-literary effort of Wordsworth was, for a while, to be one of his most popular works, its value today is limited to the tourist visiting the English Lake Country and the Wordsworth scholars.

I. J. S.



*Writing Right.* By Philip Marsh. 9th and Lavaca Streets, Austin, Texas: The Steck Company, 1950. Pp. 112. Paperbound, 80 cents.

Here is a book to avoid. Although subtitled "A Concise Grammar-Composition" and intended for grades ten to thirteen, this superficial and not always correct smattering will be of little value as a teaching device. One exercise asks the student to recite the alphabet backwards! Enough said?  
I. J. S.

*Clinical Studies in Reading II.* Supplementary Educational Monograph No. 77. Edited by Helen M. Robinson. 5750 South Ellis Avenue, Chicago 37, Illinois. University of Chicago Press, 1953. Pp. 189. Paperbound, \$3.75.

Most of the research reported here is rather technical and is devoted to vision problems in the reading situation. Classroom teachers will find useful the lists of general books for poor readers and other remedial reading materials.  
I. J. S.

*How To Get It from the Government.* By Stacy V. Jones. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, 1951. Pp. 104. \$1.50.

This pamphlet is intended as a reference guide for the average layman who believes he has a problem which the federal government can help him solve. If one needs information on how to get a job with the government, get a contract from the government, to apply for a patent, to write to your Congressman, to get information from the many federal agencies, plus many other inquiries, here is a handy book, written in simple, readable style. All libraries should have a copy. Of little value to the classroom teacher, however.  
C. R. M.

#### FOR HIGH SCHOOL AND COLLEGE STUDENTS

*Formosa.* By Joseph W. Ballantine. 722 Jackson Place, Washington 6, D. C.: The Brookings Institution, 1952. Pp. 217. \$2.75.

A timely book in view of the fact that the abandonment of the Formosa blockade has placed that island into sharp focus of America's most recent foreign policy. The author, having spent nearly forty years in foreign service—many of them in the Far East, obviously speaks with authority. He covers the historic background of the island by a description of its status under Chinese and later Japanese rule. Part two of his story deals with the collapse of the Nationalist government in China proper and the establishment of Chiang Kai-shek at Formosa. The last two chapters of the book consider the problem of Formosa and its solution "as an integral and consistent part of a comprehensive Far Eastern settlement." The book is recommended as supplementary reading for courses in history and political science in both the high school and the college.

*Today's Home Living.* By Margaret M. Justin and Lucile Osborn Rust. 333 West Lake Street, Chicago 6, Illinois: J. B. Lippincott Company, 1953. Pp. 544.

Every aspect of home living that has to do with success or failure in building wholesome family relationships is presented in this book. Each unit, of the ten units included, begins with a presentation of the materials to be considered in order to create interest in the problems that follow. In assisting the students to analyze the problems that they must meet and solve in order to live successfully as family members, correct knowledge, high ideals, and proper attitudes are constantly emphasized. Activities to further emphasize the ideas presented and to add to the learning experiences follow each unit. An excellent basic text for the home management courses in high schools.  
T. O' S.

*Sweet Land of Liberty: A Graphic Story of Our Democracy.* Third Edition. By Francis L. Bacon. 5235 Ravenswood Avenue, Chicago 40, Illinois: Denoyer-Geppert Company, 1951. Pp. 25.

A splendid graphic presentation of the American Constitution, its origins, the structure of government, and some of the important problems which confront our nation, such as education, defense, collective security, and foreign policy. Originally, the twenty-four charts in this pamphlet were prepared as large-sized wall maps; now they are available to high school students in a low-priced booklet. The commentaries which accompany each chart are helpful, but far too brief. Each chart could easily provide material for two class periods. Good supplementary material for high school civics classes.  
C. R. M.

*Toward Modern America.* By Mabel Snedaker and Maxine Dunfee. Illustrated by John C. Wonsetler. 1010 Arch Street, Philadelphia, Pennsylvania: John C. Winston Company, 1951. Pp. 437. \$2.56.

An excellent textbook on American colonial history and expansion intended for use in the fifth grade. The latter half of the volume deals with America's industrial growth. Maps and illustrations are ample and appropriate for the middle grades.  
H. H. F.

*Toward Better Living.* By Mabel Snedaker and Maxine Dunfee. Illustrated by John C. Wonsetler. 1010 Arch Street, Philadelphia, Pennsylvania: John C. Winston Company, 1952. Pp. 346. \$2.20.

The story of good social living in America and other geographic regions from the dawn of civilization is portrayed in interesting fashion. Here fourth graders learn how we are fed, clothed, and housed. Many beautiful illustrations and simple maps are included.  
H. H. F.

*Small Business Management.* A Publication of The New York State Vocational and Practical Arts Association. Albany, New York: Delmar Publishers, Inc., 1952. Pp. 213.

With over four million small businesses in this country there is a need for pointing out the minimum requirements for success. This textbook simply presents the factors involved and the basic techniques which should be employed to preclude failure. Although prepared as a full course of study the material could be used advantageously as a unit in a more extended course in careers. Terminology is well within the grasp of the average tenth grader.  
M. B., Jr.

*Living Things.* By Frederick L. Fitzpatrick and Thomas D. Bain. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, Inc., 1953. Pp. 415. \$3.60.

The simple language of this high school biology text should appeal to the student of average ability. The content which can be applied to the child's everyday life is presented in an interesting and informative manner. There are numerous excellent illustrations. The material is organized into eight units which are divided into topics and chapters. At the end of each chapter there are review questions, a vocabulary, a summary, and a list of books. The text concludes with a glossary of scientific terms.  
R. K. G.

*Plane Geometry,* Revised Edition. By Rachel P. Keniston and Jean Tully. Statler Building, Boston 17, Massachusetts: Ginn and Company, 1953. Pp. 392. \$2.88.

This text is written to meet the needs of general education and professional preparation. The general de-



velopment of the text indicates that the authors have well-balanced viewpoints regarding traditional geometry and modern trends in the subject. For example, two congruence theorems are postulated, therefore avoiding proof by superposition. The illustrations, the correlations of geometry with other branches of mathematics, and the informal style mark the book as a desirable text.

G. L. P.

*Industrial, Labor, and Community Relations.* A Publication of the New York State Vocational and Practical Arts Association. Albany, New York: Delmar Publishers, Inc., 1952. Pp. 174.

Although this textbook is directed to the indentured apprentice in the skilled trades it contains much which could be used to acquaint the high school student with the structure of our industrial life. From simple economics it proceeds to explain the inter-relationships existing between labor, industry, society, and the government. Of outstanding value is the section on legislation which protects the worker. The contents could be used advantageously as a unit in a civics course.

M. B., Jr.

*American Problems Today.* By Robert Rienow. 285 Columbus Avenue, Boston 16, Massachusetts: D. C. Heath and Company, 1953. Pp. 704. \$4.00.

Attuned to Chicago's course of study in civics, this textbook presents problems realistic and vital to adolescent boys and girls as well as to adults. Much attention is focused upon our economic life; timely and vital is the section, "Organizing to Influence Our Democratic Government." The teaching aids are excellent, emphasizing the discipline of judgment, and are attuned to small group as well as general class instruction.

F. H. F.

*The Story of America.* By Ralph Volney Harlow and Ruth Elizabeth Miller. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1953. Pp. 607. \$4.28.

This is an excellent textbook in American history, with approximately two-thirds of the material dealing with the period since the Civil War. Both teacher and student will be delighted with the compact preview at the beginning and summary at the end of each chapter. The colorful and well selected visual aids include a generous sprinkling of cartoons, while the suggested readings provide for wide variation in interest and ability.

F. H. F.

*Enjoying Health.* By Evelyn G. Jones. Drawings from the Studio of Waneeta Stevic. 33 West Lake Street, Chicago 6, Illinois: J. B. Lippincott Company, 1952. Pp. 434.

This secondary school health textbook is a far cry from the old physiology type, stuffed full of dry facts and barren of pictures. Here are all the important health concepts presented in an appealing and interesting manner, and profusely illustrated with excellent photographs. A particularly interesting feature is the picture preview at the beginning of each chapter, captioned with thought-provoking questions. While it takes more than a textbook to make a good health education program, this one should make a fine contribution.

L. E. C.

*Your Voice and Speech.* By Letitia Raubichek. 70 Fifth Avenue, New York 11, New York: Prentice-Hall, 1952. Pp. 376.

This revision of *Voice and Speech Problems* retains many of the old picture plates, but has modernized its approach to speech as a real communicative tool. The addition of sections on radio, TV, problem-solving, regional dialects, and interpretation has helped in this personality approach to speech. Intelligent assignments,

compartmentalized units, and an acceptable style make this a worthwhile addition to the high school speech class.

R. W.

*Government in Action.* By Robert E. Keohane et al. 383 Madison Avenue, New York 17, New York: Harcourt, Brace and Company, 1953. Pp. 582. \$3.96.

Comprehensive and scholarly is this exposition of the operation of our government. The interweaving of much source material into the basic text lends vitality and color, while the seventy-eight charts add clarity and concreteness. Approximately one-sixth of the book deals with international relations, with one entire chapter on "The Soviet Union and Its Foreign Policy."

F. H. F.

*On Our Way.* By Robert Patterson et al. Illustrated by Robert Patterson. 8 West 13th Street, New York 11, New York: Holiday House, 1952. Pp. 372. \$3.50.

An anthology of stirring youthful experiences taken from the autobiographies of famous Americans. These amusing or deeply moving life experiences contain such incidents as the boy of seventeen who leaves his father's farm to jolt the sports world with some fine major-league pitching; the actress still in her teens who "brings the house down"; the cowpuncher of fourteen who tackles a man-sized job; and the young mess boy who lived on a haunted ship. These are only a few of the twenty-seven narratives told with the vividness and exuberance of youth. They should, therefore, serve as stepping stones to the further reading of full-length personal histories. The introductory and concluding notes are helpful and informative. Suitable for the earlier high school years.

W. J. D.

*Bob Clifton, African Planter.* By Dock Hogue. Illustrated by Kurt Wiese. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1953. Pp. 152. \$2.50.

This is the fourth volume in a series concerning the adventures of a teenage American boy in the Belgian Congo. It strives, but fails, to combine successfully the elements of mystery, intrigue, and African legend with a modern-day story of plantation life and competitive trickery among coffee planters. The book's failure is due in part to the attempt to do too much in one story; a further weakness is apparent in the labored style and stereotyped characterization.

G. E. B.

*Roaring River.* By Bill Brown. Illustrated by Peter Burchard. 210 Madison Avenue, New York 16, New York: Coward-McCann, Inc., 1953. Pp. 250. \$2.75.

An interesting and original story of adventure and outdoor life in the mountain and jungle country of northern India. The subject of geology is woven into the plot, as a professor, one of his students, and a native boy set out to make a geological survey in wild frontier country. An inherent weakness in characterization, particularly in the unbelievable behavior of the young hero, Roger, is manifest; but the strong, original plot, and the author's intimate knowledge of the Indian frontier country create an otherwise exciting book for teenage boys.

G. E. B.

*Red Grange.* By Gene Schoor with Henry Gilfond. 8 West 40th Street, New York 18, New York: Julian Messner, Inc., 1952. Pp. 186. \$2.75.

The "Galloping Ghost" of the gridiron runs again in this dramatic story of the small town boy who became a national hero. A college All-American and National Professional League All-Star, he astounded all America with his spectacular ability on the football field. The tense, exciting account of crucial games highlights the story. Excellent for boys fourteen and up.

G. Z.



*The Canterbury Tales.* By Geoffrey Chaucer. Edited by Robert Archibald Jelliffe. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 377. \$1.75.

Seven tales, ten prologues to tales follow the "Prologue" in the language of the Ellesmere text. Five short poems are added. A lucid section on the language and its pronunciation is provided, as well as a sixty-two page glossary of words and idioms. Good prefaces on the poet and his times complete essential helps which make this edition more than adequate for personal reading purposes or for classroom use. Convenient size. Frontispiece in color. M. L.

*The Land and People of Greece.* By Theodore Gianaoulis. 333 West Lake Street, Chicago, Illinois: J. B. Lippincott Company. 1952. Pp. 116. \$2.50.

This latest addition to the Portraits of the Nations Series constitutes an outstanding achievement in the condensation of geographic description and over 5,000 years of historical facts and traditions into a short, simplified volume. The author paints a clear and concise picture of the physical environment and upon this stage unrolls the great pageant of Greek history from the days of Olympus up to and including the new nation that was born in 1821. Included with the script are more than fifteen black and white photographs, most of which are page-size, and a two-page map of the Greek Archipelago. Recommended for upper elementary and junior high school classes in social science. V. W. B.

*Football Fever.* By Curtis Bishop. 9th and Lavaca Streets, Austin, Texas: The Steck Company, 1952. Pp. 206. \$2.00.

This novel presents the social problems of economic strata in a large university. It also presents the current problem of football scholarships in a realistic manner which should be understood by children in the upper-grades. This book has outstanding merit in a developmental reading program which stresses personality growth. It is written for children with vocabulary and language adjusted to their needs. M. M. L.

*Stub, A College Romance.* By Marguerite Harmon Bro. 14 West 49th Street, New York 20, New York: Doubleday and Company, Inc., 1952. Pp. 288. \$2.50.

To Stub Larsen, his first year in a mid-western college offered many questions about himself and those around him; that the questions seemed to develop their own answers was a continuous surprise and satisfaction. An interesting and thought-provoking story is woven around Stub, his three very different roommates, their families, and their girl friends. High school Juniors and Seniors should find this book a thoughtful introduction to college years. E. S.

*Hi! Teacher.* By Isabel McLelland. Illustrated by Mary Stevens. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1952. Pp. 212. \$2.50.

Alison Gray leaves the sheltered life of her college home town to spend her first year of teaching in an isolated community in Oregon. The story is concerned not so much with teaching as with making adjustments to many new situations arising from concern for her thirteen pupils and their families. This simple and romantic story should have an appeal to the young teenage girl. E. S.

*Lorna Doone.* By R. D. Blackmore. Illustrated by Lionel Edwards. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 493. \$2.25.

This "romance" of Exmoor has lost none of the enchantment it had in my childhood. In spite of its almost five-hundred pages of close but clear print, perhaps this well illustrated, attractively bound edition may be enjoyed by some modern high school students, instead of some cut or "watered" version. E. R.

*Trail of the Iron Horse.* By Fairfax Downey. Illustrated by Manning de V. Lee. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 179. \$2.50.

The Central Pacific, building east from Sacramento, was a rival of the Union Pacific, building west from Omaha; the Indians fought to save their hunting grounds from these transgressors; Irish work gangs on the Union Pacific resented Chinese workers on the Central Pacific; Brad Havrill and Vance Wade rivaled each other as civil engineers for the Union Pacific, also for the favor of a French girl, Madelon Barrot. Hence, adventure and human interest make this an interesting novel for young people. For thirteen- to fifteen-year-olds. E. M. H.

#### FOR YOUNGER CHILDREN

*Song of the Sun.* From the *Canticle of the Sun.* By Saint Francis of Assisi. Illustrated by Elizabeth Orton Jones. 60 Fifth Avenue, New York 11, New York: The Macmillan Company, 1952. Unp. \$2.25.

This is a picture book of beautiful drawings of scenes from nature familiar to children, done in detail and with a great deal of dignity and reverence. Each verse of the song of praise of nature is accompanied by a full-page illustration, about half in color. A short introduction and a conclusion by the artist provide a good background for a better understanding of the *Song of the Sun*. Of Elizabeth Orton Jones' many fine illustrations, these are the most exquisite. Although planned for children, the book is one which will be cherished by everyone who enjoys "a thing of beauty." A particularly fitting book for the child's own library. L. M. J.

*Riches from the Earth.* By Carroll Lane Fenton and Mildred Adams Fenton. 62 West 45th Street, New York 36, New York: The John Day Company, 1953. Pp. 156. \$2.75.

A handy volume devoted to the study of over forty of the minerals and mineral compounds existing on or near the surface of the earth. It traces the origin of these

minerals, the method of exploitation, their most common uses, and, in some instances, explains the possibilities of the development of substitutes for those minerals which are in short supply. The book is well written and adequately illustrated with black-line drawings and diagrams. While designed for use in science and geography in the middle and upper grades, teachers, parents, and amateur rock collectors will also find it of considerable value. V. W. B.

*Tales of Faraway Folk.* By Babette Deutsch and Avrahm Yarmolinsky. Illustrated by Irena Lorentowicz. 49 East 53rd Street, New York 17, New York: Harper and Brothers, 1952. Pp. 68. \$2.25.

These ten delightful tales, gathered from the folklore of Central Asia, contain the element children, especially young children, find so wonderful in a story — repetition. All youngsters would enjoy reading or listening to the tale entitled, "The One Who Wasn't Afraid." This story relates how the dog became man's best friend. Best of all, since these are truly folk tales, they can easily be retold. Although the setting of Central Asia will be foreign to most young readers, the stories themselves have universal appeal. J. C.



*At Bat With the Little League.* By Carl E. Stotz and M. W. Baldwin. 225 South 15th Street, Philadelphia 2, Pennsylvania: Macrae-Smith-Company, 1952. Pp. 271. \$2.95.

This heartwarming saga of a modern phase of America's favorite sport is written for and about our intermediate grade children. Action packed with numerous anecdotes and photographs, this well written work should captivate its readers. The topic of the little league has become household and its fans are almost as numerous as those of the Major Leagues, after which it is patterned. The impetus of this wholesome movement has been felt all over the United States. For the past few years this non-profit organization has added an avenue of enjoyment and healthful growth for our youngsters. M. M. L.

*Primitivo and His Dog.* Written and illustrated by Gloria Hoffman. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1949. Pp. 47. \$2.50.

This selection represents photographic art at its best. Full-page photographs with minimum text present the story of a young Mexican boy and his indefatigable quest for medical help for his injured dog. A simple story, well told, it has all the requisites for good literature. Its highly dramatic approach could find some use in almost all levels of the elementary school. M. M. L.

*Picture Book of Radio and Television.* By Jerome S. Meyer. 381-385 Fourth Avenue, New York 16, New York: Lothrop, Lee and Shepard Company, Inc., 1951. Pp. 40. \$2.00.

Written especially for eight- to fourteen-year-olds, this elementary approach to understanding the working principles of radio and video is delightfully developed. The large page size,  $8\frac{1}{2} \times 11$ , serves to enhance the many three-color illustrations included. Selected anecdotes coupled with simple experiments parallel an evolutionary build-up of contributing inventions culminating with television itself. P. L.

*That Boy Johnny.* By Evelyn Ray Sickels. Illustrated by Jean Martinez. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 120. \$2.00.

Johnny's first long pants, made by Granny, were whisked off the clothes line and blown so far away he could not find them. His "kite-message" about this loss and the eventual recovery form the main thread of the story. Johnny's interests and escapades are boy-like and there are several informative glimpses into Johnny's way of life and that of his ancestors. However, the manner of telling the story make it seem more about a boy than for one. For ages seven to nine. E. M. H.

*Cats of Destiny.* By Fairfax Downey. Illustrated by Paul Brown. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1950. Pp. 170. \$2.50.

Using cats as the protagonists of all thirty-eight stories, the author manages to successfully mix cats of fact and fancy. Of course, Dick Whittington's famous pet is included as is Dinah, Alice in Wonderland's cat. Readers have an opportunity to meet Geoffrey, inspiration for Christopher Smart's famous poem, "Song to David," which he wrote while imprisoned in Bedlam, and also know Hodge, pet of Dr. Johnson. The stories contain many interesting historical facts, such as how the cats on the Isle of Man happen to be tail-less. However, in order to thoroughly enjoy the book the young reader would have to have a rather extensive literary and historical background. J. C.

*The Chocolate Touch.* By Patrick Skene Catling. Illustrated by Mildred Coughlin McNutt. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1952. Pp. 95. \$2.50.

John Midas, who loved chocolate candy to excess, was delighted when everything began to taste like chocolate after he had eaten a magic chocolate drop, given him by a mysterious merchant. But when his mother turned to a chocolate statue, after being kissed by him, he begged the merchant to release him from the spell. Children who are not familiar with the King Midas legend may enjoy this story; others may not care for it. For ages seven to ten. E. M. H.

*The Story of Washington, D. C., They Built a City.* Written and illustrated by Janice Holland. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 47. \$2.50.

We have here a short, but effective introduction to our capital city. It tells of the planning, building, and rebuilding of famous landmarks and government offices. Impressionistic pastel-colored illustrations and the short anecdote form create high interest and easy reading for anyone above the intermediate level. It should correlate with history, geography, or current events units. In fact, the book would serve as an excellent guide for the adult tourist in Washington, D. C. M. M. L.

*The Train that Never Came Back and Other Railroad Stories.* By Freeman H. Hubbard. Illustrated by Kurt Wiese. 330 West 42nd Street, New York 36, New York: Whittlesey House, 1952. Pp. 127. \$2.25.

Ink drawings enrich this group of railroad stories which could easily be read by upper-grade children. This book could be used as a nucleus in a transportation unit or for correlated work in American history. Though the stories are mostly legend, they do lend an atmosphere of railroading and give factors about railroads which are essentially correct. M. M. L.

*Pete's Home Run.* By Marion Renick. Illustrated by Pru Herrie. 597 Fifth Avenue, New York 17, New York: Charles Scribner's Sons, 1952. Pp. 117. \$2.00.

Young baseball fans will find helpful playing tips in this true-to-life story of a boy's desire to become a "Little Leaguer." The author has provided worthwhile reading with a simplified vocabulary for the middle grades. General format of the book enables it to be utilized with visually handicapped pupils. R. W.

*Lost Dog Jerry.* By Tom Robinson. Illustrated by Morgan Dennis. 18 East 48th Street, New York, 17, New York: The Viking Press, 1952. Pp. 190. \$2.50.

Sensitive charcoal drawings of various episodes along the way enrich this fine story of a lost dog, Jerry, a St. Bernard, mistakenly goes along with some calves which have an appearance similar to his own. The book describes his trip back home and the friends he makes during the journey. Entertaining reading for upper grades. M. M. L.

*The Lovely Summer.* Written and illustrated by Marc Simont. 49 East 33rd Street, New York 16, New York: Harper and Brothers, 1952. Unp. \$2.00.

A delightfully humorous account of the activities of two rabbits as they continually outwit the weary insurance salesman who has come to the country to relax. He soon found out that rabbits and a vegetable garden do not go together. Yes the summer was lovely—for the rabbits. The humans suffer considerably, pictorially; the rabbits are depicted as charming creatures. The teacher will chuckle over the witicism even more than the children. For the primary grades. L. M. J.



*The Great Othello, the Story of a Seal.* Written and illustrated by Tony Palazzo. 18 East 48th Street, New York 17, New York: The Viking Press, 1952. Pp. 48, \$2.00.

This story of the trained seal, billed as "performer of fabulous feats of incredible skill and spectacular accomplishments," will most certainly please today's television-reared children. The humorous two-color pictures of the antics of Othello and the surprise ending add immensely to this delightful story. Good fun for grades one to three. L. M. J.

*Monkeyshines.* By Earl Schenck Miers. Illustrated by Paul Galdone. 2231 West 110th Street, Cleveland 4, Ohio: World Publishing Company, 1952. Pp. 207. \$2.50.

This is an amusing tale of a small town group of boys who want their town to have a Little League baseball team. The conversation is slick and well-paced, but has a contrived effect. Eleven-year-old boys are seldom that consistently clever. A monkey involved in the story adds to the humor, but boys who choose this book because of the baseball illustration on the cover might prefer more diamond action and less "monkeyshines." J. C.

*Percy, Polly, and Pete.* Written and illustrated by Clare Turlay Newberry. New York: Harper and Brothers, 1952. Pp. 30. \$2.00.

Millie, the mother cat, worried every time Shasha played with the three new kittens because she handled them so roughly. Children of pre-school and primary age will enjoy the situations created when the mother cat tries to find a safe hiding place for her little ones. Simple rules on the care of kittens are skilfully interspersed in this amusing story. The illustrations are almost life-like in quality and will delight adults as well as children. J. B.

*Animal Stories.* By Edward W. Dolch. Illustrated by Marguerite Dolch. 119-123 West Park Avenue, Champaign, Illinois: The Garrard Press, 1952. Pp. 163.

One of the Basic Vocabulary Series, this collection of twenty well-known animal tales has been skillfully simplified without losing the beauty and effectiveness of the story. Selected and prepared by an authority in the field of children's reading, the text is easy enough for the beginning reader and should be welcome material for retarded or slow readers. A full-page, two-color illustration heads each story. Large, clear-cut type. J. B.

*Barry's Boys.* By John F. Hinternhoff. Illustrated by Clifford N. Geary. 383 Madison Avenue, New York 17, New York: Henry Holt and Company, 1952. Pp. 180. \$2.50.

John Barry, American colonist of Irish birth, commanded the *Lexington* which convoyed merchantmen, attacked British frigates, and protected our ports. Through the adventures of Midshipman Mark Bowen, one of "Barry's Boys," one learns of Barry's fearlessness and of his belief in a strong navy, not only for Revolutionary War times but also in time of peace. Although the style is reportorial, there is interest in Mark's development from an inexperienced lad of fifteen to commander of the *Continental*, a ship which fought the Barbary Pirates in 1803. For eleven- to fifteen-year-olds. E. M. H.

*Come, Chucky, Come.* By Dorothea J. Snow. Illustrated by Joshua Tolford. 2 Park Street, Boston 7, Massachusetts: Houghton Mifflin Company, 1952. Pp. 46. \$2.00.

A somersaulting woodchuck is a rare friend for any boy; yet Lonnie's yearning for a fiddle that cost \$11.98 almost caused him to sell his pet, Chucky. This light-hearted tale set in the southern mountain region of the

United States is delightful reading for the intermediate grades. The author's use of some dialect is satisfactory. R. W.

*The Adventures of Ambrose.* By Rosemary Anne Sisson. Illustrated by Astrid Walford. 300 Fourth Avenue, New York 10, New York: E. P. Dutton and Company, Inc., 1952. Pp. 118. \$2.50.

Ambling along on his way to visit the royal family in London, Ambrose enlists the companionship of Simon, a mouse like himself. As mutual friends they share a series of delightful adventures within the palace walls. This story lends itself to reading aloud to the middle grades. The author's natural witticism is evidenced throughout this humorous tale. R. W.

*The Crow Indians.* By Sonia Bleeker. Illustrated by Althea Karr. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1953. Pp. 156. \$2.00.

We have here an authentic description of the hunting wanderers of the northern plains. The middle grade child will find an abundance of material and satisfaction in this book, which is one of a series about our various American Indians. The Crows moved from place to place with the game they hunted. They were excellent horsemen, who always hunted for food but never farmed. Interesting also is the many uses they found for the non-edible portions of the game. M. M. L.

*Spike. The Story of a Whitetail Deer.* Written and illustrated by Robert M. McClung. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, 1952. Pp. 64. \$2.00.

Spike, a fawn born in the forest, became aware of his animal-neighbors when only three hours old. During the first year of his life his mother taught him many things. Among these were how to fight rattlesnakes and bears, how to run from hunters, and how to forage for food. As Spike neared his first birthday he began to develop antlers and soon his mother left him as he was now able to fend for himself. An interesting, attractive book for seven- to nine-year-olds. E. M. H.

*Twenty and Ten.* By Claire Huchet Bishop. Illustrated by William Pene Du Bois. 18 East 49th Street, New York 16, New York: The Viking Press, 1952. Pp. 76. \$2.50.

A story based on an incident that occurred in occupied France. Sister Gabriel and her charges, who have been moved for safety to a refuge in the country, generously share their rations and their shelter with ten Jewish refugee children. When Nazi soldiers arrive for a two-day search, the twenty prove their courage and resourcefulness by concealing their guests. Written as if told by one of the twenty, the story has humor, suspense, and a group of engaging and believable characters. The juxtaposition of the children's favorite make-believe game of *The Flight into Egypt* with the refugees' flight gives this warm and moving story a deeper level of meaning. J. M. K.

*Lightning and Thunder.* By Herbert S. Zim. Illustrated by James Gordon Irving. 425 Fourth Avenue, New York 16, New York: William Morrow and Company, Inc., 1952. Pp. 58. \$2.00.

In this book Mr. Zim simplifies for the elementary school child the most mysterious elements in our weather: lightning and thunder. His explanations contain an immense amount of information. The illustrations are simple and effectively drawn. There is some confusion in reading the book because of the rivalry between the word descriptions and the illustrations for space and attention. D. E. W.



## EDUCATIONAL CONFERENCES AND CONVENTIONS

October 8-9: Thirty-Sixth Annual Meeting, American Council on Education, Washington, D. C.

November 8-14: American Education Week

November 12-14: National Society for Crippled Children and Adults, Chicago, Illinois

November 23-28: Forty-Seventh Annual Convention, American Vocational Association, Chicago, Illinois

November 26-28: National Council for the Social Studies, NEA, Buffalo, New York

November 26-28: National Council of Teachers of English, Los Angeles, California



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WITH SUPPLEMENT

